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THE

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THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

HOW A TEACHER SHOULD BEHAVE TOWARDS HIS CLASS.

What is a child sent to school for? or on what supposition has society concluded that it is best to have public schools? Of course, we know that there is some theory of living on which the determination is based; and in spite of running the risk of being laughed at for handling things too great for me, I am going to state what I think of it.

There can be but two views, and on each so much that is true may be said, that it is not easy to choose between them. One of these claims that the child is a germ of a laborer—shoemaker, farmer, carpenter, or lawyer, as the case may be; the other, that the child is all of this, and infinitely more. And the first rests on the postulate, that earning food, clothes, and lodging, is the chief end of the full-grown and fully-equipped man; while the last asks that it be taken for granted that labor is not the end, but only one of the agencies by which the destiny of mankind may be gradually helped on to fulfillment. All of my thoughts about teaching rest on the assumption that the more cheering of these views is true.

When I take charge of a new class, the first thing is to visit the parents, in order both that I understand what treatment the child has hitherto received, and thus be able to make my conduct toward

him the complement of what he gets at home; and likewise to so convince them that I am really trying to do their child good—that a lazy boy will have no chance of being joined by a father and mother in a coalition against me. Meanwhile, I contemplate the work before me. Here are fifty mysteries whom their parents have been trying to find out for a dozen years, and who will never find themselves out. These I am going in amongst, armed only with a few facts and my good intentions, to deal with as I can, often doing more injury than good. The task I have sought and received, is no less than to make the careless act as if they were prudent, and to coax each into enthusiasm for employment which he, in reality, dislikes. The means by which I accomplish these things constitute my school government.

Teaching, then, may be defined as the science of experiments; for in its present unverified state, the efforts made must be, to a great extent, at random, and in the dark. In this uncertain condition, common sense is the best guide, and he is the best teacher who has the fewest forecordained rules. It is the difficulty of teaching, that it needs an agility of temperament that is bound by no precedents, that can turn on itself, and can abandon one hour the routine of the last. This thing of teaching a drove instead of a class, of ignoring disposition altogether, is a mischievous style of teaching of which we cannot have too little. Circumstances, only, can suggest the proper way to control the class.

One thing which it seems well to guard against, is the use of baby talk in our intercourse with those we pretend to teach. Dr. Hooker has undoubtedly the right of the matter, when he says that there is little difference between explaining a thing to a young person and to one older. Each must have clearness of statement, yet with nothing forced or infantile about it. Children are Saxons in their ways and words—apt to call an ox an ox, whether the animal is alive or dead. Bayard Taylor says that a man in a strange land will be more easily understood if he make known his wants in straightforward English, rather than in that broken English which results from an attempt to squeeze his mother tongue into the idioms of a foreign one. Especially this needs to be borne in mind when fulfilling that part of the course called "moral instruction." Unhealthy anecdotes which observation directly contradicts are sure

to be found out, and treated as humbugs. I think every schoolboy can well appreciate the morality of "Tom Brown's School-Days at Rugby;" but I am not so certain about that cherry-tree report concerning Washington, or of the story of some boy who gave a penny to a poor woman, and (hence) died the richest man in his neighborhood. It seems to me that the foundation of all juvenile morality is the Golden Rule; or, in other words, fair play. If I prophesy a dungeon to a boy, because he threw a piece of chalk across the room, ten to one he will despise the absurd misjoinder of the offense and its consequence; but tell him it is mean to cheat his mother, who works to keep him at school, by playing while she is working, and he will be more likely to respect the reproof.

It was said that the child may be considered an undeveloped angel, but experience upsets very often this hypothesis; and the person talks either dotingly or of rare birds, who speaks of meek, docile, self-abnegating childhood—as if John and William, instead of being sons of a wrong-headed ancestry, which, in times past, has put to death its noblest characters, were a pair of blue-eyed cherubs, fit only to sit among the violets and plume their white wings all day long. Perhaps humor, free from malice or any trace of bitterness, is a good weapon to fight young human nature with. Abstract virtue, abstract duty, he can hardly understand. A beating, he knows by subtile intuition, is a confession of weakness on the part of his instructor; but a joke, his father even is afraid of. And as the father, in his generation, has done a thousand mean, spiritless things which he did not want to do, through fear of being laughed at, so it seems as if a paralysis comes over the boy's stubbornness when he sees the teacher leveling a good-natured witticism at him. Of course, there are some whom it would be brutal to laugh at, but these never require to be goaded into propriety. There is a boy, however, who smokes, swears, and lies, and to whom it is meat and drink to sit at the feet of those elders that congregate by night at the corner grocery—he needs to be stung a little, and for stinging, words are sharper than a ferule.

Corporal punishment is not popular as a means of government; yet it may well be doubted if it ever will go completely out of fashion. Certainly with the highest natures physical force is inefficient, but the average boy is not one of the highest. The chief recom-

mendation of whipping is, that it saves time. A conscientious teacher cannot afford to have ten diligent scholars hindered and defrauded of their daily amount of instruction by one idle scholar. A month of forbearance and expostulation might, to be sure, do the sluggard more good than one whipping; but meanwhile his rights have been allowed to swallow up the rights of the others. A blow, in any age of the world, or in any department of society, seems to be a very illogical thing; but the fault is not in the blow, but in our ideas. Corporal punishment, which with the children takes the form of a whipping, and with their parents the form of hanging and civil wars, is only compulsion done up in a compact and manageable shape. Any compulsion, *obliging* the pupil to do anything, is a defective sort of government; but as it is used with defective natures it is the right punishment in the right place. As it would be wrong for the teacher to erect in the school-room a gallows, and thereon at intervals to hang an offending pupil, so it would be wrong to go out against pirates and rebels with a rattan—that is, the punishment is useless, because misplaced.

But humor, and detention after school, and scolding and whipping, are weak to break up bad habits, compared with kindness—just as earthquakes and tornadoes, Nature's ruffians, cannot do a tithe of the pulling down that the sunshine does. And then, kindness is a monitor, which goes wherever the boy goes—powerful in the dark as well as in the light; and instead of producing only propriety in actions, changes the disposition, and makes him better at heart as well as in appearance.

The great consoling fact is, that no boy can be persistently mean or malicious, for persistency of any kind implies thoughtfulness and self-control; and if he had these he would not be a boy any more, but an old man. So when he is idle, or restless, or rude, it is not ugliness—he means nothing by it; and no doubt, the worst of boys sincerely wonders once in a while, why it is so easy for some of his class-mates to behave well all the term, and for him so hard to be steady for one forenoon.

It is best never to be cross, or to glare with our eyes, and always to use sternness as a last resort. It is best to have the class-room a sort of shelter, where the world's grossness is shut out; and to educate our pupils as if we thought they were meant for heaven

rather than the work-house. It is also best to try to bridge over that chasm which civilization has put between us and our intercourse with nature, by music, and cheerfulness, and some broken knowledge of flowers and green fields. I, for one, feel uncomfortable to be asking questions about worthless regions of the globe, while my pupils may be unconscious of the grand forces at work in the universe, or of the grander statistics of astronomy. Finally, and above all, let us hope, even where we cannot teach. In my short experience, I have met cases that baffled me; but I never doubted that the good quality was in the character somewhere all the while—able to come forth and be master of the boy, when touched by a wiser Hand than mine. Let us even dare to be sentimental, and admit that there may be reforming influences in the vicissitudes of life, which our philosophers have never dreamed of.

COMMON SCHOOLS OF MASSACHUSETTS.

SCHOOLS.

In the midst of war, Massachusetts has allowed no abatement of her efforts to extend the blessings of education to all her youth. In proof of this, the returns for the school-year 1863–4, made to the office of the Secretary of the Board of Education, furnish among others, these gratifying results:

The amount raised by the cities and towns, by voluntary taxation, for the support of the public schools, (including only wages of teachers, fuel, care of fires and school-rooms) for the school-year 1863–4, was $1,536,314.31, against $1,434,015.20 for the school-year 1862–3, being an increase this last year of $102,299.11, and over any previous year, of $35,813.18.

The aggregate return of expenditures on public schools alone, (exclusive of cost of repairing and erecting school-houses, and of school-books) is $1,679,700.24, being an increase for the year, of $112,750.76, and over any previous year, of $44,073.95, and being an average sum of six dollars and ninety-five cents for every person between five and fifteen years of age.

All the towns have raised the sum required by law as a condition

of receiving a share of the income of the State School Fund (one dollar and fifty cents per child between five and fifteen), and two hundred and eighty-six towns of the three hundred and thirty-three (or all but forty-seven of the whole number) have raised twice, or more than twice that amount.

There was paid for tuition alone, in academies and private schools, $394,071.09—an increase for the year, of $57,523.14.

The amount expended for popular education in Massachusetts, exclusive of collegiate and professional schools, exceeds three million dollars annually.

The satisfaction which these statements naturally inspire is somewhat abated in view of the fact that eighty-seven or more than one-fourth of the whole number of towns, have failed to keep their public schools the full term required by law. This, however, is to be attributed not so much to inadequate appropriations as to the unhappy sub-division of these towns into small school districts, thereby seriously abridging the schools.

I recommend that three dollars instead of one dollar and fifty cents raised by taxation, for each scholar, be made the condition on which its distributive share of the annual income of the school fund shall be received by each town. Three dollars is less than one-half the average sum now raised by the towns; and unless the sum required by law is increased, the conditions imposed by law will fail of being an influential motive for the future. Nor should any district share in the income of the fund, which omits to keep its school open six months in each year.

Notwithstanding the draft for the army upon two of the Normal Schools, and the fact that the enhanced cost of living has obliged some to leave and deterred others from entering them, still the number in attendance has not fallen below the average, for several years past, and the classes recently entered are unusually large.

The demand for teachers from the graduates of these schools, has greatly increased since the war began, and is much greater than can be supplied. This is mainly owing to two causes: 1. The reduction of the number of male teachers in the Commonwealth; and, 2. The constantly growing appreciation in the community of the superiority of teachers thoroughly trained for their work, over those who have not enjoyed the advantage of such training.

LIBERALITY IS THE ECONOMY OF STATES.

Liberality towards all institutions of science and art which develop the mind and foster civilization, is our highest interest, and must be our welcome duty. A commonwealth which spends freely, if wisely, in unfolding its material resources by artificial improvements, by cultivating the intellectual capacities of its people, by encouraging the ingenious to experiment, the aspiring to try their wings, and the studious to divine the mysteries of knowledge, must, of necessity, be prosperous and great. In such things to be mean is to be poor, to be generous is to become rich.

That which is only economy when applied to an individual, whose enterprise must be bounded by the opportunities of a single lifetime and a limited fortune, becomes narrow and short-sighted when applied to States having all the combined opportunities and powers of millions of people, of all their possessions, and of unlimited duration of time.—*Gov. Andrews' Inaugural Address*, 1865.

INSPIRED VOLUMES.

BY MISS HELEN A. SATTERLEE.

[A Poem read at the First Annual Commencement of the Girls' High School, San Francisco, May 30th, 1865.]

THE busy miner may explore in vain
The rock, the placer, and the mountain crest,
And, for his toil and suffering, only gain
A grave unknown, and an unhonored rest;

But he, who seeks with reverent, questioning mind,
The Book of Nature, for her wealth untold,
Shall day by day some secret treasure find,
New truth and beauty ever shall unfold.

The silent stars, that to the common mind
Are mute, yet are not voiceless to his soul,
But tell of love, as boundless, unconfined,
As the blue fields through which the planets roll.

The glory of the golden waving grain—
The blushing beauty of the Spring-time flowers
Shall be renewed, tho' for an hour they wane;
Then shall not immortality be *ours?*

Thus Nature, is an open book, whose leaves
Are without number, as the stars at even—
A God-writ volume, where, in flowers and sheaves,
In wind and wave, we read the will of Heaven.

There is another volume, in whose page
Our hearts may trace the same Almighty hand;
Dearer to man it grows from age to age,
And finds a welcome, here, in every land.

We read therein, and sacred visions rise
Of the primeval world, when first the light
Of Heaven made the whole earth a Paradise,
Ere sin had brought upon the world a blight.

In thought we breathe the fragrance of her flowers,
We listen to the gushing of her rills;
Our footsteps wander through the Eden bowers,
Our eyes behold the beauty of her hills.

We almost see just Abram's hoary head;
O'er Pharaoh's host the engulfing floods arise;
At Pisgah's base, we hear the farewell said,
And follow Moses with our weeping eyes.

But these give place to a diviner air,
As angels' carols burst on mortal ears;
Sweet Christmas-tidings to the world they bear,
Tidings that echo through all coming years.

The leper cleansed, the blind restored to sight,
The dead arisen from their silent tomb,
The solemn beauty of the sacred light
On hallowed Tabor's lonely mountain hight,
The last communion, and the garden's gloom;

The death on Calvary, the darkened sky,
The trembling earth, the yawning graves,
The arisen Christ, whose glory death shall fly,
Proclaim the Immanuel, who His people saves.

Such truths within the sacred book we find,
Such precepts, lessons, warnings, ever read,
Such invitations, gentle, true, and kind;
Then, let us hear, and hearing, may we heed!

Beyond the grave, on that fair, heavenly shore,
Where man may find a sure, eternal rest,
Where death, and want, and sin shall nevermore
Throw their dark mantle o'er the immortal blest,

There is a sacred book whose pages tell
The names of the Redeemed, who in earth's strife,
Trusting in God, have fought the battle well,
And found their portion in the "Book of Life."

Our souls are floating on Time's restless tide,
And we must meet Death's messenger alone;
Oh! may God's spirit in our hearts abide,—
Our names within His "Book of Life" be known!

On every side lie the broad fields of truth,
Whose golden sheaves invite us to delay:
Thrice blest are they who garner in their youth,
The harvest God hath placed along life's way!

The history of ages past, to me,
Bears witness of an overruling plan;
But most inspired, the Nineteenth Century
Bears surest record of God's will to man:

A glorious volume, incomplete as yet,
Whose present page is writ with tears and blood,
Wherein the soldier with the bayonet
Writes those great truths that may not be withstood.

All nations find their annals on its page,
It chronicles their progress and decay;
But foremost stands a favored land and age:
That land, America! — the time — to-day!

Blind were our eyes, that failed so long to read
The lesson that its earliest page comprised;
And deaf our ears that failed God's voice to heed,
That to our Nation spake, unrecognized.

The muttering of the tempest had been heard,
And still, secure, we slept in unbelief,
Yet while we laughed sage counselings to scorn,
The storm-cloud burst and filled our land with grief.

Then first the serpent Treason showed his fang,
And swift, insidious poison strove to dart;
Then first the battle-cry of Freedom rang,
And woke the slumbering nation's loyal heart.

Yet even here, behold the Almighty hand,
Achieving good from greatest seeming ill:
Striking the fetters from a swarthy band,
Quickening their hearts with freedom's holy thrill.

Upon another page I read a story,
From whose dark line I cannot turn aside:
It tells of one in prime and manly glory,
Who lived for God, and for his country died.

In cause of truth he ne'er was known to falter;
He saved the Country, and maintained the Law—
A victim on Rebellion's bloody altar:—
Let generations yet to come look on in awe.

Nor shall the volume want a glorious end,
For, risen in power and glory from the dust,
Shall the immortal martyr's sway extend:—
We wait the reign of Truth, and come it must!

Department of Public Instruction.

SACRAMENTO, Cal., June 15th, 1865.

To His Excellency, F. F. Low, the Hons. J. F. HOUGHTON and JOHN SWETT, Board of Education of the State of California:

Gentlemen—In accordance with law, I herewith submit a statement of the securities belonging to the Public School Fund, together with a particular statement of the moneys in the State Treasury, accruing on or before the first day of July, 1865.

The securities belonging to the School Fund consist of seven per cent. Civil Bonds of this State. to the amount of six hundred and six thousand ($606,000) dollars; also, seven per cent. Bonds, issued by this State for the relief of the enlisted men, California Volunteers, to the amount of forty-five thousand ($45,000) dollars; also, the sum of thirty-one thousand ($31,000) dollars, derived from sale of School Land Warrants, which will be converted into State Bonds, as State indebtedness is redeemed.

The amount accruing to the School Fund, July 1, 1865, and subject to apportionment, is sixty-six thousand, eight hundred and seventy and two-hundredth ($66,870.02) dollars, as follows:

Interest on unfunded scrip (received for sale of Land Warrants) $250,000; four months, to first May, 1865	$5,833 33
Land Warrants, $31,000; two months, to first July, 1865	361 66
Amount received, and paid to State Treasurer since December 15, 1864, for interest on State School Lands	22,693 17
One-half amount received for State Poll Taxes	8,415 14
Apportionment of Property Tax (5c. on each $100 value)	11,891 72
Interest accruing July 1, 1865, on Bonds held by State Treasurer, in trust for School Fund, to wit:	
Interest on $45,000 Soldiers' Relief Bonds; six months	1,575 00
Interest on $387,000 Civil Bonds of 1857; six months	13,545 00
Interest on $219,000, Civil Bonds of 1857, redeemed April 29, 1865; two months	2,555 00
Total amount subject to apportionment	$65,870 02

Very Respectfully
Your obedient Servant,
GEORGE OULTON,
Controller.

JULY SEMI-ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND.—Apportionment made according to the annual census returns of the number of white children between four and eighteen years of age residing in school districts in which public schools have been maintained in accordance with school law, for three months in the year ending August 31st, 1864. Amount of apportionment 77 cents per child.

DSTRICTS ENTITLED TO APPORTIONMENT.

Alameda County.—Alameda, 82; Alvarado, 98; Alviso, 94; Bay, 20; Brooklyn, 296; Centerville, 103; Edenvale, 148; Encinal, 48; Eureka, 60; Lockwood, 53; Mission San José, 112; Mowry's Landing, 66; Murray No. 1, 60; Oakland, 626; Ocean View, 85; Peralta, 61; Pleasanton, 96; Redwood, 35; San Lorenzo, 84; Tamiseal, 58; Union, 152; Warm Springs, 61, and Washington, 35. Total, 2,533 children: $1,950.41

Alpine County.—Everett, 28; Franklin, 78, and Webster, 172. Total, 278 children: $214.06.

Amador County.—Amador, 84; Butte City, no apportionment; Bucna Vista, 79; Buckeye Valley, 36; Clinton, 63; Drytown, 71; Fiddletown, 120; Forest Home, 80; Franklin, 186; Ione City, 178; Jackson, 207; Jackson Valley, 53; Lancha Plana, 61; Markleville, no apportionment; Mountain Spring, 45; Milligan, 36; Pine Grove, 134; Puckerville, 47; Rural, no apportionment; Sutter Creek, 172; Union, 106; Union Church, 70; Upper Rancheria, 61; Volcano, 114; Williams, 52; Willow Spring, 61; Washington, 92, and Van Winkle, no apportionment. Total, 2,208 children: $1,700.16.

Butte County.—Bangor, 39; Central House, 32; Cherokee, 71; Chico, 199; Delaplain, 75; Dayton, 138; Evansville, 45; Eureka, 38; Forbestown, 55; Hamilton, 43; Kinshew, 92; Live Oak, 85; Lone Tree, 28; Mesilla Valley, 54; Morris' Ravine, 27; Mountain Spring, 48; Mud Creek, 67; Oroville, 280; Oregon City, 35; Pine Creek, 83; Rock Creek, 87; Rio Seco, 69; Salem, 25; Stoneman, 24; Upham, 26; Wyandotte, 82, and West Liberty, 29. Total, 1,876 children: $1,444.52.

Calaveras County.—Altaville, 87; Angels', 110; Brushville, 113; Camanche, 59; Campo Seco, 174; Cave City, 52; Chili

Gulch, 119; Copperopolis, 251; Douglas Flat, 67; Mokelumne Hill, 310; Mosquito Gulch, 49; Murphy's, 284; Negro Gulch, 60; Pleasant Springs, 33; San Andreas, 305; Telegraph City, 74; Upper Calaveritas, 115; Vallecito, 112, and West Point, 96. Total, 2,470 children: $1,901.90.

Colusa County.—Butte Creek, 17; Colusa, No. 1, 73; Franklin, 28; Grand Island, 75; Grindstone, 25; Indian Valley, 54; Marion, 60; Plaza, 34; Princeton, 25; Stony Creek, no apportionment, and Union, 40. Total, 431 children: $331.87.

Contra Costa County.—Alamo, 87; Amador Valley, 15; Antioch, 186; Central, 85; Green Valley, 63; Lafayette, 72; Martinez, 203; Morgan Territory, 38; Moraga, no apportionment; Mount Pleasant, 81; Mount Diablo, 96; Oak Grove, 45; Pacheco, 203; Pinole, 89; Pleasant Hill, 46; San Pablo, 167; San Ramon, 81; Tassajara, no apportionment; Washington, 80, and Willow Spring, 40. Total, 1,687 children: $1,298.99.

Del Norte County.—Crescent, 140, and Rowdy Creek, 24. Total, 163 children: $125.51.

El Dorado County.—Buckeye Flat, 52; Cedarville, 33; Clarksville, 63; Cold Spring, 64; Coloma, 129; Cosumnes Grove, 78; Deer Creek, 44; Diamond Springs, 142; Dry Creek, 38; El Dorado, 180; French Creek, 41; Georgetown, 164; Gold Hill, 52; Greenwood, 54; Green Valley, 50; Indian Diggings, 21; Jay Hawk, 57; Johnson's, 32; Kelsey, 58; Missouri, 41; Mountain, 48; Mount Gregory, 29; Mosquito, 17; Mount Auburn, 50; Natoma, 19; Nine Mile, 44; Negro Hill, 26; Newtown, 41; Oak Hill, 87; Pilot Hill, 53; Placerville, No. 1, 92; Placerville City, 545; Pleasant Valley, 66; Reservoir Hill, 80; Salmon Falls, 61; Smith's Flat, 84; Spanish Dry Diggings, 40; Tennessee, 38, and Uniontown, 96. Total, 2,909 children: $2,239.93.

Fresno County.—Kingston, 40, and Scottsburg, 101. Total, 141 children: $108.57.

Humboldt County.—Bucksport, 56; Eel River, 41; Eel River Bottom, 28; Eureka, 187; Grizzly Bluff, 41; Ferndale, 64; Hydesville, 34; Mattole, 55; Slide, 33; Table Bluff, 50, and Union, 172. Total, 761 children: $585.97.

Klamath County.—Klamath, 55. Total, 55 children: $42.35.

Lake County.—Big Valley, 87; Excelsior, 79; Kelsey Creek,

96; Lakeport, 70; Lower Lake, 107; Pleasant Grove, 73, and Upper Lake, 87. Total, 599 children: $461.23.

Lassen County.—Janesville, 51; Richmond, 50; Lake, 53; Susanville, 111, and Susan River, 63. Total, 328 children: $252.56.

Los Angeles County.—El Monte, 244; Green Meadows, 191; Los Angeles, 1,095; Los Nietos, 164; Old Mission, 92; Puenta, 123; Santa Anna, 256, and San Gabriel, 139. Total, 2,304 children: $1,774.08.

Marin County.—American Valley, 55; Aurora, 61; Bolinas, 76; Chileno Valley, 63; Dixie, 107; Franklin, 78; Halleck, 15; Novato, 20; Olima, 63; San Rafael, 130; San Antonio, 49, and Saucelito, 54. Total, 771 children: $593.67.

Mariposa County.—Bear Valley, 81; Cathey's and Guadalupe, 96; Coulterville, 153; Hornitos, 182; Mariposa, 140; Princeton, 100; Quartzbury, 52; Sherlock's, 39, and Sebastopol, 65. Total, 908 children: $699.16.

Mendocino County.—Anderson, 85; Big River, 85; Buchanan, 75; Calpella, 88; Central, 45; Count's, 61; Garcia, 56; Gaskell, 42; Gualala, 19; Little Lake, 42; Long Valley, 70; Potter's Valley, 49; Ukiah, 150; Union, 47, and Upper Little Lake, 31. Total, 954 children: $734.58.

Merced County.—Jackson, 49; Jefferson, 138; Merced Falls, 24, and Pioneer, 45. Total, 256 children: $197.12.

Monterey County.—Alizal, 152; Carmello, 128; Carrollton, 111; Linley, 77; Monterey, 489; Natividad, 98; San Juan, 360; San Antonio, 69; Springfield, 66, and Tembladera, 38. Total, 1,588: $1,222.76.

Napa County.—Buchanan, 111; Carneros, 48; Chiles, 45; Cherry Valley, 43; Franklin, 56; Hot Spring, 35; Howard, 55; Jefferson, 71; Liberty, 67; Monroe, 56; Napa, 291; Pope Valley, 61; Redwood, 43; Suscol, 61; St. Helena, 206; Tucker, 57; Wooden, 52, and Young, 57. Total, $1,415 children: $1,089.55.

Nevada County.—Chalk Bluff, 96; Cherokee, 54; Clear Creek and Penn, 36; Columbia Hill, 60; Eureka, 126; French Corral, 102; Forest Spring, 229; Grass Valley, 706; Kentucky Flat, 38; Little York and Lowell, 43; Mooney Flat, 40; Nevada, 554;

North Bloomfield, 67; North San Juan, 167; Omega, 42; Oakland, 140; Pleasant Valley, 40; Rough and Ready, 55; Spencerville, 47; Sweetland, 83, and Washington, 44. Total, 2,769 children: $2,132.13.

Placer County.—Auburn, 120; Coon Creek, 39; Dry Creek, 64; Dutch Flat, 180; Forest Hill, 168; Franklin, 62; Gold Hill, 61; Gold Run, 19; Illinoistown, 39; Iowa Hill, 109; Last Chance, 31; Lisbon, 34; Lincoln, 98; Lone Star, 22; Mad Cañon, 22; Michigan Bluff, 102; Mount Pleasant, 51; Neilsburg, 32; Newcastle, 68; Norwich, 35; Ophir, 85; Pleasant Grove, 31; Rattlesnake, 71; Rock Creek, 55; Smithville, 57; Stewart Flat, 32; Todd's Valley, 61; Union, 28; Washington, 51; Wisconsin Hill, 40, and Yankee Jim's, 72. Total, 1,939 children: $1,493.03.

Plumas County.—Pioneer, 104; Quincy, 126; Taylor, 146, and Washington, 51. Total, 427 children: $328.79.

Sacramento County.—American River, 71; American, No. 1, 43; American, No. 2, 26; Alabama, 58; Ashland, 40; Brighton, No. 1, 32; Brighton, No. 2, 71; Center, 21; Dry Creek, No. 1, 41; Dry Creek, No. 2, 108; Excelsior, 34; Eagle Point, 23; Elder Creek, 61; Franklin, 89; Granite, 245; Keatesville, 52; Kinney, 88; Lincoln, 40; Laguna, 60; Live Oak, 91; Magnolia, 37; Michigan Bar, 55; Mokelumne, 53; Natoma, 49; Onisbo, 32; Prairie, 36; Pleasant Grove, 77; Richland, 55; Rhodes, 25; Sacramento City, 2,474; Sacramento River, 25; San Joaquin, No. 2, 43; San Joaquin, No. 3, 42; San Joaquin, No. 4, 72; Sutter, 96; Sylvan, 85; Union, 40; Viola, 76; Walnut Grove, 100; Wilson, 37; West Union, 61, and White Rock, 67. Total, 4,931 children: $3,796.87. Supplemental apportionment to San Joaquin, No. 4, 72 children at $1.17: $84.24. Total, $3,881.11.

San Bernardino County.—American, 95; City District, 283; Mission, 36; Mount Vernon, 146; Mill, 69; Santa Anna, 47; San Salvador, 212; San Timoteo, 76, and Warm Spring, 121. Total, 1,085 children: $835.45.

San Diego County.—San Diego, No. 1, 371. Total, 371 children: $285.67.

San Francisco County.—San Francisco City and County, 18,748. Total, 18,748 children: $14,435.96.

San Joaquin County.—Athearn, 36; Alpine, 53; Castle, 76;

Central, no apportionment; Chartville, new district; Charity Dale, 81; Davis, 38; Douglas, 28; Dry Creek, 61; Delphi, 93; Elk Horn, 67; Enterprise, 17; French Camp, 63; Franklin, 41; Fairview, 21; Greenwood, 43; Guard, 25; Henderson, 38; Harmony Grove, 33; Houston, 54; Linden, 111; Liberty, 78; Live Oak, 55; La Fayette, 41; Lockeford, 68; Moore, 31; Madison, 58; Monroe, no apportionment; Moulder, 30; Mokelumne, 78; Mount Carmel, 97; McKamy, 61; New Hope, no apportionment; North, 125; River, new district; Rigdon, 30; Stockton, 851; Stanislaus, 45; Salem, 34; Shady Grove, 35; San Joaquin, 60; Telegraph, 45; Tule, no apportionment; Turner, 44; Union, 101; Vineyard, 174; Van Allen, 65; Woods, 61; Wildwood, 60; Washington, 34; Weber, 112; Wells, 30, and Zinc House, 27. Total, 3,509 children: $2,701.93.

San Luis Obispo County.—Mission, No. 1, 637, and San Simeon, No. 2, 259. Total, 896 children: $689.92.

San Mateo County.—Belmont, 34; Half Moon Bay, 140; Laguna, 65; Purissima, 107; Redwood City, 211; Sand Hill, 80; San Mateo, 102; Searsville, 106; Union, 46, and Woodside, 33. Total, 924 children: $711.48.

Santa Barbara County.—Montecito, 188; San Buenaventura, 368, and Santa Barbara, 814. Total, 1,370 children: $1,054.90.

Santa Clara County.—Adams, 84; Alviso, 99; Braly, 78; Bereyessa, 112; Burnett, 92; Calaveras, 43; Cambrian, 53; Evergreen, 140; Franklin, 46; Gilroy, 92; Guadaloupe, 117; Hill, 266; Hamilton, 54; Hester, 74; Jackson, 106; Jefferson, 39; Lexington, 66; La Fayette, 14; Live Oak, 46; Los Gatos, 27; Milliken, 52; Milpitas, 77; Moreland, 81; Mountain View, 130; Mayfield, 85; New Almaden, 112; Oak Grove, 76; Orchard Street, 85; Pierce, 27; Pioneer, 88; Redwood, 99; Rhodes, new district; Santa Clara, 418; San José, 1,003; San Ysidro, 144; Stevens Creek, 32; Summit, 25; Union, 50; Williams, 97, and Willow Glen, 43. Total, 4,370 children: $3,364.90.

Santa Cruz County.—Carlton, 65; Oak Grove, 181; Pajaro, 306; Peseadero, 84; San Gregorio, 27; San Andreas, No. 1, 64; San Andreas, No. 2, 109; San Lorenzo, 42; Santa Cruz, No. 1, 474; Santa Cruz, No. 2, 102; Soquel, 251, and Union, 74. Total, 1,779 children: $1,369.83.

Shasta County.—Buckeye, 26; Canon House, 32; Churntown, 10; Clover Creek, 44; Clear Creek, 67; Cow Creek, no apportionment; Copper City, 30; Cottonwood, 10; Eagle Creek, 40; French Gulch, 70; Millville, 55; Oak Run, no apportionment; Oak Knoll, 21; Parkville, 34; Piety Hill, 28; Roaring River, no apportionment; Shasta, 208; Sierra, 55; Stillwater, 39; Texas Springs, 63, and Whisky Creek, 37. Total, 869 children: $669.13.

Sierra County.—Alleghany, 78; Downieville, 194; Eureka, 41; Forest City, 47; Gibsonville, 44; Goodyear's, 48; Indian Valley, 56; La Porte, 60; Loyalton, 52; Meredith, 31; Morristown, 26; Plum Valley, 34; Sierra Valley, 79; St. Louis, 38; Table Rock, 108, and Union, 99. Total, 1,035 children: $796.95.

Siskiyou County.—Cottonwood, 32; Douglas, 72; Franklin, 28; Green Horn, 67; Hawkinsville, 25; Humbug, 37; Little Shasta, 45; Quartz Valley, 36; Scott Valley, 84; Scott River, 46; Shasta Valley, 87; South Fork, 38; Washington, 59; Willow Creek, 32, and Yreka, 196. Total, 884 children: $680.68.

Solano County. American Cañon, 30; Benicia, 414; Bunker Hill, 90; Centre, 93; Green Valley, No. 1, 117; Green Valley, No. 2, 45; Main Prairie, 72; Montezuma, No. 1, 48; Pleasant Valley, 24; Rio Vista, 70; Suisun, No. 1, 93; Suisun, No. 2, 57; Suisun, No. 3, 58; Suisun, No. 4, 87; Suisun, No. 5, 82; Fremont, No. 1, 55; Fremont, No. 2, 39; Ulatis, 115; Union, 35; Vacaville, No. 2, 82; Vacaville, No. 3, 122; Vacaville, No. 4, 74; Vacaville, No. 5, 72, and Vallejo, 482. Total, 2,456 children: $1,891.12.

Sonoma County.—American Valley, 29; Burnside, 39; Bloomfield, 87; Bodega, 115; Cloverdale, 62; Court House, 249; Cinnabar, 51; Copeland, 44; Dry Creek, 120; Dunbar, 42; Dunham, 50; Eureka, 30; Geyserville, 57; Green Valley, 50; Guillicos, 59; Guilford, 44; Healdsburg, 280; Hall, 57; Independence, 57; Iowa, 41; Knight's Valley, 52; Laguna, 54; Lewis, 58; Liberty, 58; La Fayette, 63; Mirriam, 45; Mill Creek, 46; Mountain, 42; Mount Vernon, 54; Manzanita, 37; Mark West, 54; Maccama, 77; Occidental, 53; Oak Grove, 65; Oriental, 54; Prewitt, 72; Pleasant Hill, 86; Payran, 72; Piner, 89; Pacific, 37; Petaluma, 691; Redwood, 54; Russian River, 57; Santa Rosa, 31; Scotta, 32; Stony Point, 34; Salt Point, 55; Strawberry Ridge, 65; Stuben,

31; Sonoma, 219; Sotoyome, 30; Todd's, 69; Wallace, 58; Washington, 48; Walker, 58; Watmaugh, 63; Windsor, 133, and Waugh, 68. Total, 4,536 children: $3,492.72.

Stanislaus County.—Adamsville, 29; Branch, 91; Bachelor Valley, 34; Camp Washington, 90; Dry Creek, 21; Empire, 69; Emory, 118, and Farm Cottage, 36. Total, 488 children: $375.76.

Sutter County.—Bear River, 40; Brown's, 35; Butte, 54; Buttesylvania, 47; Fairview, 45; Gaither, 74; Illinois, 81; Lincoln, 37; Nicolaus, 59; Sacramento River, 26; Slough, 28; Sutter, 95; Union, No. 1, 93; Union, No. 2, 13; Vernon, 118; Washington, 56; West Butte, 38; Winships, 50; Yuba, No. 1, 103, and Yuba No. 2, 33. Total, 1,125 children: $866.25.

Tehama County.—Antelope, 79; Blue Tent, 26; Cottonwood, 39; Lassen's, 49; Parkenta, 26; Red Bluff, No. 1, 234; Reid's Creek, 30; Sierra, 32; Stony Creek, 32, and Tehama, 83. Total, 630 children: $485.10.

Trinity County.—Douglas City, 50; Hay Fork, 30; Lewiston, 36; North Fork, 33; Oregon Gulch, 36; Stuart, 17; Trinity Center, 24, and Weaverville, No. 1, 141. Total, 367 children: $282.59.

Tulare County.—Tule River, 232; Visalia, 402, and Woodville, 290. Total, 924 children: $711.48.

Tuolumne County.—Chinese Camp, 142; Columbia, 447; Don Pedro's Bar, 89; Jamestown, 245; Montezuma, 85; Oak Flat, 147; Poverty Hill, no apportionment; Shaw's Flat, 100; Springfield, 121; Sonora, 645, and Tuttletown, 103. Total, 2,124: $1,635.48.

Yolo County.—Buchanan, 103; Buckeye, 62; Cache Creek, 33; Cacheville, 95; Cañon, 52; Cottonwood, 59; Fillmore, 43; Fremont, 31; Grafton, 93; Grand Island, 32; Merritt, 63; Monument, 39; North Putah, 68; Plainfield, 42; Pine Grove, 37; Prairie, 72; Richland, 7; South Putah, 42; Union, 72; Washington, 113; Willow Slough, 44; Woodland, No. 1, 180, and Woodland Prairie, 20. Total, 1,402 children: $1,079.54.

Yuba County.—Bear River, 42; Brophy's 48; Brown's Valley, 61; Buckeye, no apportionment; Cordua, 37; Elizabeth, 46; Garden Valley, 72; Hansonville, 24; Honcut, 32; Indiana Ranch,

59; Linda, 27; Long Bar, 20; Marysville, 827; New York, 101; Oregon House, 63; Peoria, 61; Plumas, 69; Rose's Bar, 91; Slate Range, 119; Strawberry Valley, 55; Timbuctoo, 63; Virginia, 30, and Yuba, 35. Total, 1,982 children: $1,526.14.

Total.—86,575 children at 77 cents each.....	$66,662 75
Supplementary to Sacramento	84 24
GRAND TOTAL	$66,746 99

Apportionment approved June 20th, 1865.

F. F. LOW, *Governor,*
J. F. HOUGHTON, *Surveyor General,*
JOHN SWETT, *Sup't Pub. Instruction,*
State Board of Education.

CIRCULAR TO PUBLIC SCHOOL TRUSTEES.—At the time you receive this number of the TEACHER, it will be your duty to appoint a School Census Marshal, for the purpose of enumerating the school children in your district between the ages of four and eighteen years. If you have any male teacher employed, you should commit the work to his hands, and allow him a reasonable compensation for his services. In no case should you appoint boys, or persons whose only merit is cheapness. You will specially instruct your Marshals that, in the column of children entitled to the State and County apportionment of school moneys, only *white* children are to be included. Indian, Mongolian, and Negro children, Half-breeds, Mulattoes, and Anglo-Chinese, are not entitled to apportionment. In some instances, for the purpose of swelling the number of children returned, and thus increasing the apportionment of the district, such children have been reckoned as school children. Instruct your Census Marshal carefully concerning the boundaries of your school district. It has happened, not unfrequently, that the same children have been included in the returns of two districts. Non-resident children in the district must not be included in the census returns. Require your Census Marshal to take all the statistics required by the blanks, under penalty of forfeiting all compensation. It is absolutely impossible for the State Superintendent to make a reliable report of the educational condition of the State, unless these returns are correctly, fully, and carefully made out. A duplicate of the Census Marshal's Report must be filed

with the records of Clerk of your Board, and the original forwarded to the County Superintendent. Your annual report to the County Superintendent of Public Schools must be made out on or before the fifth of Semptember. If your school closes in July or August, and is not to be opened until after the first of September, make out your annual report at once, as it will be a great convenience to the Superintendent to receive it earlier than the latest hour allowed by law. In making up your financial report, great care should be exercised. At the close of the school year, it is your duty to require the teacher to return to the Clerk of the Board the Public School Register, in good condition and correctly made out, for inspection; and, in case of the failure of teachers to comply, it is your duty to withhold any part of their salaries remaining due. All blanks required in the discharge of your duties have been forwarded to County Superintendents, and if you have not already received them, you can secure them by sending to the County Superintendent's Office. If you have not already adopted the State series of text-books it is your duty to make the change at once before the close of the school year. The penalty of a failure to comply with the law requiring the adoption of a uniform series of text-books, is loss of school moneys apportioned to the district; and the State Superintendent is determined to enforce it. If there are any children in your district whose parents can not afford to buy new books, let the teacher furnish them with books, and pay for them out of the county school money. If you fail to comply with the law, and so lose your State apportionment, you will bear in mind that the responsibility will rest with yourselves, and not with the State Superintendent. The State Series of Text-Books MUST be adopted.

DISTRICT TAXES.—Section 37 of the School Law, provides that the Trustees shall deduct fifteen per cent. from the assessment roll, and then divide the amount to be raised, by the remainder, to ascertain the rate per cent., "*using the full cent in place of any fraction.*" Several Assessors and Boards of Trustees have fallen into error about this clause. In estimating the rate of county tax, it is customary to speak of it as "so many cents on a dollar," as twenty-five cents on a hundred dollars, instead of one-fourth of one

per cent. on one dollar. For example: if the correct assessment roll were four hundred and fifty thousand dollars, and the tax to be raised two thousand dollars, dividing, we shall find the rate on each hundred dollars to be four cents and four-tenths of a cent; and, in accordance with the law, should fix the rate at five cents, using the whole cent in place of the fractional cent. By the preceding division the rate per cent. on a dollar is found to be 44-10,000, or 44-1,000 of one per cent. Some Assessors have construed the law to give them power to levy, in a case like the preceding, *one per cent.*, instead of 5-100 of one per cent.; but the law reads "using the full cent," and not the full *per cent.* Had not several mistakes been made, it would seem impossible that the plain wording of this section could be misinterpreted.

To Public School Trustees. — *Your report to the County Superintendent, must be made on or before the Fifth of September. If your School closes prior to that time, send in your report without delay. If you cannot fill out all the statistics required, certify to the fact that your District has maintained a School three months; sign it and forward it. Last year, on account of the delay of Trustees, the reports of County Superintendents were behind time, deranging the whole business of the department. Send in your report before the Fifth day of September next.*

Official Blanks.—All the various forms and blanks required by School Officers and Teachers, have been forwarded to the County Superintendents. If the blanks are used economically, enough have been sent to supply all Districts, including new ones. Trustees will apply to their County Superintendents for such blanks and reports as they may need.

School Registers.—A new edition of State School Registers has been ordered, and will be ready by the middle of July. County Superintendents will send in their orders accordingly.

Resident Editors' Department.

State Normal School.—The closing exercises of this institution, on the thirty-first day of May, passed off pleasantly and quietly. The compositions and readings were good; the calisthenics excellent; and the result of a long, written examination, and of the term record so high, that the whole senior class of fourteen were graduated. Mr. Holmes, the Principal, delivered the diplomas, and made an address full of good advice to the graduates. Rev. Horatio Stebbins made a short talk. Superintendent Swett delivered the State Certificates. The pupils shed tears as they took their last glance at the "old building," in which the school was to meet no more, and the day was done. The following is a list of the graduates:

Misses Augusta Cameron, Alameda County; Carrie Menges, San Francisco County; Mary C. Perkins, Placer County; F. A. E. Nichols, F. A. Morgan, and Fannie Soule, San Francisco County; Mary E. Youngberg, Santa Clara County; Anna Gibbons, San Francisco County; S. C. Mills, San Joaquin County; C. E. Campbell, Sonoma County; Annie M. Jourden, Maggie Jordan, and Nellie Littlefield, San Francisco County, and Mr. George S. Pershin, Humboldt County.

The Model School in charge of Miss Sullivan, closed the same day, with one of the prettiest little exhibitions we ever witnessed. Miss Sullivan deserves great credit for accomplishing such good results, under such unfavorable circumstances, in such wretched rooms. It is but just to state here, that a "card" in one of the city newspapers, in relation to this school, was a malicious mistatement of facts; and that the editorial indignation poured out on the head of the "schoolma'am" was wholly uncalled for.

Commencement Day.—The commencement exercises of the College of California, were held on the seventh of June, in the spacious hall of the new building, erected for the College Preparatory School. The "orations" of the graduates were of average excellence, delivered without much parade. The "poem," by Wm. L. Crowell, was a fair specimen of versification. The address, by Prof. Durant, was a scholarly production, and well liked by the metaphysicians present, but too profound for the average of the audience—not even excepting the four newly-hatched alumni chickens. The names of the graduates are: J. R. Glascock, Elijah Janes, George E. Sherman, and G. F. Williams. Oscar L. Shafter was made "L.L.D.," and Rev. M. C. Briggs, a "D.D." The degree of A.M. (forenoon?) was conferred on Delos Lake, W. H. L. Barnes, Samuel I. C. Swezey, John Swett, John Bidwell, Aaron A. Sargent, and Samuel H. Parker.

Alumni Reunion at Oakland.—The "alumni," who had so jolly a time in '64, under the protecting care of the College of California, were all found dropping in again to see the "dear old crater," on the sixth of June. Rev. Horatio Stebbins delivered a solid, strong, hearty, down-east address, on the "Providence of History; and Edward R. Sill, of Folsom, graduate of Yale, delighted all the old "boys," and won the smiles of all the pretty girls, by a poem, so original and sparkling, and so well read, that everybody wondered how the young man contrived to avoid the studied calmness and commonplace rhymes which usually turn up on such occasions. The collation, in the new hall of the college school, was largely attended; and after the strawberries were all eaten up, various speakers were trotted out to amuse the good-natured alumni.

Barnard's Journal of Education.—The following teachers in San Francisco are this year subscribers for this most excellent school journal: Theodore Bradley, James Denman, Ira T. Hoitt, T. S. Myrick, James Stratton, Bernhard Marks, Ebenezer Knowlton, Ahira Holmes; Miss E. W. Houghton, State Normal School. The following County Teachers' Associations are also subscribers: Napa, Amador, Placer, Calaveras, Santa Clara, and San Joaquin. Whom shall we add next to this "roll of honor?"

Back Numbers.—We can supply to subscribers who have incomplete files for the past year, gratuitously, on application, back numbers for the following months: July, August, September, October, November, January, February, and May. We have on hand twenty files, complete, which we will furnish for one dollar a volume.

San Jose.—The City of San José, though failing to build a school-house, is making headway slowly. The salary of the Principal of the Grammar School, Mr. Bowen, has been raised from $1,000 to $1,200 per year, and that of Mr. Read from $700 to $900.

Orchard-Street District.—The citizens of this little district, in Santa Clara County, recently voted a tax of $1,300, and have just completed one of the tidiest little school-houses in the State. The new house is full of scholars, one-half of whom never attended school before. Mr. Bush, the teacher, has been teaching two or three years in that district, in one of the meanest little shanties in a county not noted for its school architecture, and he appreciates this change for the better quite as keenly as the children do. He has done a good work there—may the wisdom of Solomon guide him.

Mayfield District.—The citizens of this district, Santa Clara County, will celebrate the "Fourth" by dedicating their new school-house, erected at a cost of $3,000. Superintendent Swett will deliver an address.

Vallejo.—The citizens of this town held a public meeting on the ninth of June, to consider the subject of a school tax for enlarging the school-house, and for maintaining a free school. Superintendent Swett and Mr. Knowlton were the speakers. The next evening a tax of $2,000 was voted, by a large majority—seventy-two votes being polled, "Tax—Yes," and not one "Tax—No."

Personal.—George W. Minns, ex-Principal of the Boys' High School, has been elected Principal of the State Normal School.—Theodore Bradley, formerly Principal of the Denman Grammar School, and more recently teacher of Mathematics in the Boys' High School, has been promoted to the Principalship of the High School, in place of Mr. Minns, elected to the State Normal School. —Ira G. Hoitt, ex-Master of the Rincon School, has been promoted to the Principalship of the new Lincoln School.—Ebenezer Knowlton, teacher of Elocution in the State Normal School, has been elected Principal of the Rincon School.—T. C. Leonard, ex-Principal of the Mission Grammar School, has been promoted to the post of teacher of Mathematics in the Boy's High School. —Ahira Holmes, ex-Principal of the State Normal School, has been elected Master of the Mission Grammar School, made vacant by the promotion of Mr. Leonard.—A. E. McGlynn has been elected Sub-Master in the Rincon School. —J. D. Littlefield is made Sub-Master in the Lincoln School.—The Board of Education deserves to be complimented for its good sense and good judgment in the recent election of teachers.

Problems for the Lazy.—

Geometry.—(1.) A straight line and two points without it being given, to find a point in it such that the sum of the lines drawn from it to the given points shall be a minimum.

(2.) If an eccentric point be taken in the diameter of a circle, of all the chords passing through this point, that is the least which is perpendicular to the diameter.

(3.) If two tangents and a secant be drawn to a circle from a point without it, and the points of contact be joined by a straight line, the secant will be cut harmonically.

Algebra.—(1.) Given $(a+x)^{\frac{1}{3}}+(a-x)^{\frac{1}{3}}=b$, to find the value of x.

(2.) Given $\left(\frac{b}{a+x}\right)^{\frac{1}{2}}+\left(\frac{c}{a-x}\right)^{\frac{1}{2}}=2\left(\frac{bc}{a^2-x^2}\right)^{\frac{1}{2}}$, to find the value of x.

(3.) Given x^2-2x+C. $(x^2-2x+5)^{\frac{1}{2}}=11$, to find the values of x. T. C. L.

State Normal School.—The next term of this School, as will be seen by our advertising pages, will begin on the tenth inst. The Board of Education of this city have generously given the schoolrooms in the new Lincoln School-House on Fifth Street, near Market. The Model School will occupy the basement of the same building. Mr. Minns, the newly-elected Principal, is peculiarly fitted for his work. He has been for many years the Principal of the city weekly evening Normal School for the city teachers. He is a man of ripe scholarship, a fine writer, and a good lecturer. He stands in the front rank of the profession of teaching, and will honor the position he holds. Those who desire to enter the school should make an early application, as the maximum number of pupils will soon be reached.

Pacific Methodist College.—The fourth annual catalogue of this institution is duly received. The Faculty, of which Rev. Wm. T. Lucky is President, consists of five professional teachers. The list of alumni contains four names. The whole number of students is two hundred and eight, of which one hundred and thirty-one are males. The recent destruction of the college building by fire seems not to have retarded the progress of the classes, and already sub-

scriptions have been received, chiefly from citizens of Solano County, amounting to nearly $5,000, for rebuilding. We give below an illustration of true California spirit under difficulties:

In this crisis in the affairs of the College, its indefatigable and untiring President, Rev. W. T. Lucky, A.M., showed that with him there was "no such word as fail;" no thought of dying, if energy, courage, and perseverance could avert failure and death. Before sunrise on the morning following the fire, and while the building was still burning, assisted by the willing efforts of the students and citizens of Vacaville and vicinity, the President and Faculty had the partitions removed from the lower portion of the boarding-house building, adjacent to the College; a recitation room was arranged in short order; the bell was set up on an extemporaneous belfry, composed of cross-pieces of timber resting on the ground, and was rung at the usual hour, calling the students together—*so that not a lesson was lost!*

San Francisco High Schools.—The examination of the Boys' High School attracted too little attention among our citizens, who must be ignorant of the quiet work that has been performed by teachers and students there during the past year. Our own engagements prevented attendance upon the exercises, except during one afternoon. The class of Mr. Bradley in Trigonometry and the use of Instruments was first under inspection, and well sustained his high reputation as a thorough instructor. Next came Mr. Bonnell's class in Latin, which was examined by Mr. Cutter in the first portions of Cæsar. For a class that has spent only nine months in Latin, the young gentlemen succeeded remarkably well. Prof. Minns' class in Chemistry were of course thoroughly up to the mark.—The closing exercises of the Girl's High School were witnessed by a large audience. Twenty-two young ladies received the honors of the Institution, and conferred honor upon it. The essays read confirmed the high opinion heretofore expressed in the Teacher concerning the excellent system of training adopted by Prof. Holmes and his associate teachers. The mind of one of the Resident Editors is thoroughly made up in respect to this first graduating class from the Girl's High School; and it is only his fear that the two-thirds majority will strike his expressions of praise from the "copy" sent to the printers which prevented his putting on record in full the opinion that there never was, and will not be for many years again, a class of young ladies sent out from any literary institution, so uniformly worthy of confidence and admiration as this class of 1865. We publish the Poem by Miss Satterlee, on "Inspired Volumes," in this number of the Teacher, as a good illustration of what can be done by those who receive the benefits of a public school education in California.

Mason and Hamlin's Cabinet Organ.—Our readers must have noticed in recent numbers of the Teacher, Mr. A. Kohler's advertisement of this magnificent instrument, for which he is the agent in San Francisco. We allude to it now for the purpose of commending to any who desire to procure musical instruments for the school-room, a careful examination of Mr. Kohler's stock before purchasing elsewhere. Besides his supply of instruments, he is able to furnish musicians with almost any article they may require in the course of their professional exercises.

State Certificates.—On the results of the last city examination, the State Board granted the following certificates, June 20th, 1865: Messrs. A. T. Winn and J. D. Littlefield, State Diplomas; Messrs. George S. Pershin, E. Rosseau, A. W. Peck, E. Knowlton, J. H. Sumner, and S. D. Simonds, First Grade Certificates; Messrs. E. J. Schellhouse and E. A. Richardson, Second Grade Certificates.

Guyot's Primary and Common School Geographies.—Scribner & Co., of New York, announce that they will publish, about the first of September next, the Primary and Common School Geographies, by Professor Guyot. They have also in preparation a fine series of Maps, by Professor Guyot, to be sold for about twelve dollars per set, complete.

Meeting of the Board of State Normal School Trustees.—Board met at the Governor's office, Sacramento, June 3d, 1865, at 10 A.M. Full Board present. The following resolution was unanimously adopted:

Resolved, That all positions of teachers in the State Normal School be declared vacant, and that the teachers for the next fiscal and school year be elected for the term of one year, unless removed by the Board for sufficient cause.

The Secretary and Treasurer made a statement of the financial condition of the school, showing a balance of the appropriation unexpended of two hundred and seventy-five dollars. On motion of Mr. Hill, the Board went into the election of teachers. For the position of Principal, Mr. Hill, of Sacramento, nominated Mr. R. K. Marriner, ex-Principal of the Sacramento High School. Mr. Tait, of San Francisco, nominated Mr. Ebenezer Knowlton. Mr. Swett placed in nomination Mr. George W. Minns, Principal of the Boys' High School of San Francisco, and Mr. Ahira Holmes. Mr. Houghton nominated Mr. George W. Plympton, of Brooklyn, N. Y., Polytechnic School. Letters and testimonials relating to the several candidates were presented, read, and discussed. On the third ballot Mr. Minns was elected by the following vote: For George W. Minns—Mr. Houghton, Mr. Tait, and Mr. Swett. For R. K. Marriner—Governor Low and Mr. Hill. The election of Mr. Minns was then made unanimous, and the salary fixed at $2,500 per annum. Mr. Swett nominated for Male Assistant Mr. H. P. Carlton; for Female Assistant, Miss E. W. Houghton. Elected unanimously. The salary of the Male Assistant was fixed at $2,000, and the salary of the Female Assistant at $1,300 per annum. Mr. Tait offered two resolutions relating to the Normal School which were amended and passed in the following form:

Resolved, That no pupils from the San Francisco Grammar schools shall be admitted into the State Normal School, unless they have passed the examination for admission into the San Francisco High School.

Resolved, That the Principal of the State Normal School be and is hereby instructed to detail, upon the requisition of the Superintendent of Public Schools of San Francisco, pupils to act as "substitutes" in the city schools, provided that the number thus required shall not exceed three at any one time.

Mr. Houghton moved that the President of the Board be instructed to present to the Board of Education of San Francisco the necessity of providing

better accommodations for the State Normal School. Adopted. The time for the opening of the next school term was fixed at the tenth of July, 1865.

Nomination of County Superintendents.—The various county conventions in the State will soon be called upon to make nominations for the office of Superintendent of Public Schools. We hope that they will have the good sense to re-nominate all the present incumbents who have shown themselves competent to discharge the duties of that office. We believe that practical Public School teachers should, in all cases, have the preference, as the office rightly belongs to the profession of teaching. It ought to be the law, that no man should be eligible to that office unless he held a first-class teacher's certificate. As an illustration of the mistakes sometimes made by conventions, we give the following letter, which we think is literally true, striking out only the name of the county and the name of the County Superintendent, who has so disgraced his office:

—— –, June 14th, 1865.

Hon. John Swett,—

Dear Sir:—Yours of thirty-first May came duly to hand, but too late to answer by return mail: and, as we in this benighted land have only a *weekly* mail, this is my first opportunity to reply. Finding it getting late in the season, I undertook to gather the necessary information to compel our *pretended Superintendent* to act upon the apportionment now due us, and found that he had, upon his own warrants, drawn all the money from the treasury that he had unjustly apportioned to —— —— District. I then sought his bond, to prosecute him on his bond, and found he had never given one, and consequently had never been County Superintendent *de juro*, but was a *usurper!* I forbade the Treasurer paying any more of his warrants. You will see by the law, the County Clerk is County Superintendent *ex officio*, and I understand will assume its duties at once. —— is a miserable copperhead. He told me only Saturday last, he took the "Teacher," but never read it, "because it was too *black* for him!" He is a New Hampshire man. He was teaching the school of —— —— when he had appropriated our school fund. He is also a *gambler* and a *drunkard*—was drunk Saturday, when I was talking to him! Beautiful specimen for a teacher and leader of our schools!

Yours truly, —— ——.

New Books.—The following new books have been received:

Skirmishes and Sketches. By Gail Hamilton. Boston: Tickuor & Fields. San Francisco: H. H. Bancroft & Co. pp. 447.

This the least interesting of all the books hitherto published for this author, being made up apparently of articles contributed for the periodical press, with no definite purpose beyond filling up certain spaces otherwise liable to be vacant. Still it contains many good suggestions, and will not be unvalued by the admirers of Gail Hamilton's "style." The article entitled "A Ramble in the Old Paths," giving a summary of English writers down to the present century, is one of the most noticeable papers in the volume. Remembering that in many school-rooms, in former times, there was manifested by the teacher little regard for the rights or feelings of the pupils, we would particularly refer our readers to a passage from the article called "Brain and Brawn" on Politeness, on page 104 of this volume.

History of Julius Cæsar. Vol. I. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 463.

The Preface is signed "Napoleon." The book is a royal book, both as to matter and adornment. The present volume consists of a plain summary of Roman history before the time of Cæsar, in six chapters, and the beginning of the "Life" in five chapters, coming down to the year of the city, 695. There is no attempt at what may be called "fine writing." The style is generally simple and concise; and the lessons Napoleon would draw are given in aphoristic sentences, which at first reading *seem* unquestionably true. The English journals, with their accustomed sharpness, find a defense of the first Napoleon in all these pages; but the American reader will not have this skeleton in the closet to affect his enjoyment of a work that will deservedly rank among the scholarly books of the country. Mr. Bancroft has a large number of copies that our readers will do well to make less at the earliest moment.

The Autocrat of the Breakfast Table. Every Man his own Boswell. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 395.

This addition to the "blue and gold series" confers honor thereon. "Oliver Wendell Holmes," though not printed on the title-page, is stamped on every other. It is a good sign when such life-full and life-giving books are brought in new editions before the world. The Autocrat of the Breakfast Table says many things that neither hearer nor reader can agree with, but we like him all the better for that, since his genial heart and his perennial poetry render it impossible to doubt his real motives to be right and glorious. Whoso has not already a copy of this book, let him procure this excellent edition in blue and gold, whereof our friend Allen, in the name of Roman & Co., has placed a copy on our editorial table.

Husbands and Homes. By Marion Harland. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 390.

We have here six capital stories—"Nobody to Blame;" "Leah Moore's Trials;" "Home-Spun and Velvet;" "Two Ways of Keeping a Wife;" "How They do It;" and "A Hasty Speech, and What Became of It." It is an excellent book for home life; conveying a gentle, forbearing, trustful spirit, that can hardly fail to make unhappy homes bright, and happy ones fuller of happiness. Its tendency is much more like that of Miss. Muloch's book (Christian's Mistake), noticed in our last, than like "The New Atmosphere," which received our attention some months ago.

My Married Life at Hillside. By Barry Gray. New York: Hurd & Houghton. San Francisco: A Roman & Co. pp. 290.

This is an amusing volume of sketches that first appeared in the *New York Home Journal;* and possesses more to justify its reputation than many of the collections from newspapers that are palmed off on an unsuspecting public in these latter times. It is a simple series of papers showing up the experiences of a gentleman who, after a somewhat fast bachelor life, has settled down in the country, to domestic bliss at Hillside. We have enjoyed several pleasant hours

over the conversations with, and thoughts about, Mrs. Gray, and the doings of the marvelous "Little Black Boy." We promise the initiated many a quiet laugh over these neatly-illustrated pages.

WILHELM MEISTER'S APPRENTICE AND TRAVELS. From the German of Goethe. By Thomas Carlyle. In two volumes. A new edition. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 397, 388.

The edition of Wilhelm Meister, formerly published by Messrs. Ticknor & Fields, has been for some time out of print, and this new edition, in a somewhat improved form, is designed to meet the demand for a book that has been deemed worthy of translating by Thomas Carlyle. We well remember the weariness which followed our first hours spent in reading the work some years ago, and how we persevered, with the conviction that there *must* be something worthy of study in its pages, if we could but find it; nor have we forgotten, that long before we had completed its perusal, we had surrendered to the mysterious charm which has made these pages immortal. Wilhelm Meister is not a book for the many. There are passages that have no right to be before the vision of any English reader; but, despite the faults, there are treasures of wisdom in the departments of criticism, education, commerce, poetry, and social science that are worth all the research required for their excavation.

ESSAYS. By R. W. Emerson. First and second series. Boston: Ticknor & Fields: San Francisco: A. Roman & Co. pp. 515.

If we had never read the "Essays," their appearance in "blue and gold" would insure a kindly feeling toward them. As it is, we have only had time to re-read the first seven Essays, comprising the famous ones on "History," "Self-Reliance," "Compensation," "Spiritual Laws," "Love," "Friendship," and "Prudence." There are many paragraphs we do not understand; and there are many which, understanding, there is little value to: but there is not a page on which there are not great thoughts, or some suggestions towards greatness that shall make the reader who brings thereto a heart, wiser and more trustful in himself and in humanity.

THE THINKING BAYONET. By James K. Hosmer. Boston: Walker, Fuller & Co. San Francisco: A. Roman & Co. pp. 326.

The author of "The Colored Guard" has written another book—setting forth this time, under a slight veil of romance, very much that bears internal evidence of truth. He traces the career of two young men who graduated at an eastern college, shortly before the war broke out—one being a southerner; and there are many descriptions of war scenes given with a vividness that makes the reader, for the moment, present on the march or on the battle field. The Thinking Bayonet is an admirable title for the work; and he who reads it will finish with a clearer conception of the spirit which induced many persons to engage in the great struggle, now happily ended with the downfall of the rebellion.

THE

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NATIONAL LINCOLN MONUMENT.

OFFICE STATE SUPERINTENDENT PUBLIC INSTRUCTION, ILLINOIS,
Springfield, May 16th, 1865.

To State Superintendents, Officers, Teachers, and Pupils of the Public Schools in the United States:

AT a meeting of the NATIONAL LINCOLN MONUMENT ASSOCIATION, held in the City of Springfield, Illinois, on the ninth inst., it was unanimously resolved, that the Teachers and Pupils of the Public Schools in the United States be cordially invited and earnestly requested to participate in the movement now on foot to erect, in this city, a National Monument to the memory of ABRAHAM LINCOLN, late President of the United States; and that donations and contributions be made for that object, on the first Tuesday in June, 1865, or so soon thereafter as practicable, by all the Public Schools of the country: and at a meeting of the Association held on the 11th inst., the undersigned was authorized and directed as Superintendent of Public Instruction, to take the necessary steps to carry into effect the foregoing resolution, and to communicate the views and wishes of the Association, to those connected with Public Education throughout the Union.

In pursuance of the foregoing resolution and instructions, and in accordance with the promptings of my own feelings, which are in

warmest sympathy with the purpose of the Association, I would, in this manner, respectfully solicit the attention and active coöperation of all State, County, and City Superintendents of Schools, Boards of Education, School Officers, Principals, Teachers, and Pupils, connected with Public Schools throughout the Union, in furtherance of this patriotic enterprise.

Let an opportunity be given on the sixth day of June next, or on the earliest practicable day thereafter, to every Teacher and Scholar in the Public Schools of the United States, to testify by a free-will offering of such sum as the heart may prompt and ability permit, their loving remembrance of Abraham Lincoln.

The honor of the State of Illinois is pledged for the faithful application of every dollar contributed to this sacred fund, in accordance with the wishes of the donors. His Excellency, Richard J. Oglesby, the Governor of the State, is President of the Association; Hon. James H. Beveridge, State Treasurer, is the Treasurer of the Association; and the other State officers are members. The other corporators are among the most distinguished citizens of the State. In addition to this, the Association is a corporate body, having organized in strict conformity with the forms of law, and the Treasurer is under adequate bonds for the faithful discharge of his duties.

These particulars are given because all who contribute have a right to know to whom the money is paid, and what are the guarantees that it will be appropriated with scrupulous fidelity and honor.

All contributions should be forwarded to Hon. James H. Beveridge, Treasurer National Lincoln Monument Association, Springfield, Illinois, who will immediately acknowledge receipt. All sums, from the largest to the smallest, will be accepted and duly acknowledged. Remittances may be made by letter, draft, or otherwise, at the option of the donor.

Any person may become an honorary member of the Association by the payment of ten dollars to its funds, which will entitle him to an appropriate certificate of such membership.

The Schools of each State, county, city, etc., may, if desired, procure and forward a suitable block of marble, granite, or other durable material, which, if approved by the builders, will be placed

in the Monument with appropriate inscription, showing whence it came and by whom contributed.

It will be pleasant to know, in after years, what part was taken by the schools of each State, county, city, etc., in this memorial work of love and duty. To this end it is requested that City Superintendents of Schools, Principals, Teachers, and all local school authorities, keep a record of their contributions and report the same to the County Superintendents of Schools, or other proper county school officers, and that they report to the State Superintendents of their respective States, and they to the undersigned, who will see that due credit is given in the official records of the Association, and that proper recognition is furnished, under the seal of the Association, by certificate, diploma, or otherwise. County Superintendents of Illinois will report directly to the undersigned. It is hoped that this suggestion will meet with favor, and be generally carried out.

It is impossible in this circular to do more than merely to indicate, in general terms, the plans and wishes of the Association, leaving details to the discretion of those who are charged with the execution of the work. Will not all State and County Superintendents see that proper steps are taken to have collections made on the day specified, or as soon thereafter as may be, and to secure the active interest and cordial effort of all teachers, pupils, and friends of common schools within their respective jurisdictions.

It is not forgotten that other monumental or memorial enterprises have been or will be inaugurated, in different parts of the country, in honor of the illustrious dead. God speed them, every one; they evince the universality of the nation's homage to the exalted worth of the murdered President, and are therefore warmly appreciated by this Association, which desires for them all the most complete success. But it must be obvious to all that there can properly be but *one National Monument*, and that *it* should be reared over the actual resting place of the sacred dust of Lincoln. This Monument it is the purpose of this Association to build, and beneath it will repose, till the morning of the resurrection, all that is mortal of Abraham Lincoln. While recognizing and rejoicing in the movements elsewhere to embody the nation's love and reverence by Memorial Arch and Institute, Statue, Obelisk, and Ceno-

taph, we yet deem it fit and proper to ask the whole nation to participate in the erection of one grand structure which is, for all time, to mark the spot where *lies the body* of Abraham Lincoln.

Trusting to the lively sympathy of the special class to whom this circular is addressed, in the object of the Association, its interests are respectfully committed to them, with the earnest hope that they will at once institute such measures in its behalf as they may deem expedient, and that they will embark in the enterprise with zeal and determination commensurate with its solemn dignity and magnitude.

It seems especially fit that the *Public Schools* of the Union should bear an honorable part in this grand demonstration of respect to the memory of Mr. Lincoln. He was emphatically the *Friend of the People*, from whom he rose, and among whom was his own early lowly home. And it is for the people, not for a class or caste, not for a privileged few, but for the toiling millions, for the whole people, that Common Schools exist in the United States. They are the People's Colleges, a prime necessity of a republican government, and as Mr. Lincoln once said to the writer, "The mightiest enemy on earth to despotisms and tyrannies of every name." At another time, after his first election to the Presidency, he said to me: "Look well to the Public Schools, they can do more than I for the safety of the Union."

It is to do honor to the grave and memory of such a man that we appeal to the Public Schools of the nation. A man of the people, who loved them *as men*, with a patriot's earnest, unselfish, yearning love; not with the hollow friendship of the demagogue, but because he recognized in them all the image of God, and saw in their elevation the hope and glory of the country and of the world. A man of kind and loving heart, of gentle and even tender susceptibilities, of simple and unpretending manners, and a straightforward integrity which neither the blandishments of courts nor the appalling convulsions and dangers of the rebellion could shake or bend. A man who was permitted in the providence of God to give freedom to a race, promulgating in that immortal Proclamation, which will live as long as the Magna Charta and the Declaration, the great idea of liberty which was incarnate in him from boyhood, and thus to stand forth to the lowly children of bondage, trans-

figured and beloved as Moses. A man who was incapable of malice or revenge, whose last days were spent in devising plans of mercy for those who were plotting his murder.

This great and good man has gone to his rest—his work is done—he saved the Republic, and his ashes repose in the great State which he loved so well, and which ever delighted to trust and honor him. And now let there rise to his memory, on the spot where sleeps his hallowed dust, a Monumental Column that shall fitly symbolize by its chaste and simple design, its august proportions, its majestic beauty, and its towering hight and solid grandeur, the nation's regard for the spotless integrity, illustrious public services, unflinching heroism, and imperishable fame of her murdered and martyred President, ABRAHAM LINCOLN.

NEWTON BATEMAN,
State Sup't of Public Instruction Ill., Member Monumental Ass'n.

GEN. GRANT TO THE ARMY.

WAR DEPARTMENT, ADJUTANT-GENERAL'S OFFICE,
Washington, D. C., June 2d, 1865.

General Orders, No. 108.—*Soldiers of the Armies of the United States!* By your patriotic devotion to your country in the hour of danger and alarm, your magnificent fighting, bravery, and endurance, you have maintained the supremacy of the Union and the Constitution, overthrown all armed opposition to the enforcement of the laws, and of the proclamations forever abolishing Slavery—the cause and pretext of the Rebellion—and opened the way to the rightful authorities, to restore order and inaugurate peace on a permanent and enduring basis on every foot of American soil. Your marches, sieges, and battles, in distance, duration, resolution, and brilliancy of results, dim the luster of the world's past military achievements, and will be the patriot's precedent in defense of liberty and the right in all time to come. In obedience to your country's call, you left your homes and families and volunteered in its defense. Victory has crowned your valor and secured the purpose of your patriotic hearts; and with the gratitude of your countrymen and the highest honors a great and free nation can

accord, you will soon be permitted to return to your homes and families, conscious of having discharged the highest duty of American citizens. To achieve these glorious triumphs and to secure to yourselves, your countrymen, and posterity the blessings of free institutions, tens of thousands of your gallant comrades have fallen and sealed the priceless legacy with their lives. The grave of these a grateful nation bedews with tears, honors their memories, and will ever cherish and support their stricken families.

U. S. GRANT,
Lieutenant-General.

EDUCATION AND CRIME.

In the previous articles on this subject, we have endeavored to show from general principles, that intellectual education, even when deprived of its proper ally and adjunct—religious training, has no natural tendency to produce knaves and villains; but, on the contrary, is a most efficient corrective and restraint of the evil and debasing tendencies of human nature. If the intellect is not so high a region in man's constitution as the moral powers, it is at least far above the mere sensual part, in which vice and crime have their main-spring and aliment. The question, however, is one susceptible of a direct appeal to facts. Who are the men and women that people our jails and prisons? Are they persons of education, or are they, in the main, deplorably ignorant? What is the record of criminal statistics on this point?

We will give a few of these statistics, from a great mass of similar evidence lying before us.

Out of 252,544 persons committed for crime in England and Wales, during a series of years, 229,300, or more than ninety per cent. were uneducated, either entirely unable to read or write, or able to do so only very imperfectly; 22,159 could not read and write fluently; and only 1,085—*less than one-half of one per cent. of the whole*—were what we call educated persons.

Take another significant fact. In nine consecutive years, in England and Wales, beginning with the year 1837, only twenty-eight educated females were brought to the bar of criminal justice. In the year 1841, *not one* educated female was committed for trial,

among 7,673,633 females then living in that part of the United Kingdom.

In a special commission, held in 1842, to try those who had been guilty of rioting and disturbance in the manufacturing districts, out of five hundred and sixty-seven thus tried, one hundred and fifty-four could neither read nor write, one hundred and fifty-five could read only, one hundred and eighty-four could read and write imperfectly, seventy-three could read and write well, and only one had received superior instruction.

In 1840, in twenty counties of England and Wales, with a population of 8,724,338, there were convicted of crime only fifty-nine educated persons, or one for every 147,870 inhabitants. In thirty-two other counties, with a population of 7,182,491, the records furnished *not one* convict who had received more than the merest elements of instruction.

In 1841, in fifteen English counties, with a population of 9,569,064, there were convicted only seventy-four instructed persons, or one to every 129,311 inhabitants, while the twenty-five remaining counties and the whole of Wales, with a population of 6,342,661, did not furnish one single conviction of a person who had received more than the mere elements of education.

In 1845, out of a total of 59,123 persons taken into custody, 15,263 could neither read nor write, and 39,659 could barely read and write very imperfectly.

The facts quoted above are given on the unimpeachable authority of Joseph Kay, Esq., of Trinity College, Cambridge, who was commissioned by the Senate of Cambridge University, to travel for the purpose of examining into the social condition of the poorer classes in different countries. His book on the "Social Condition and Education of the People of England" (republished by the *Harpers*) is one which we commend to the thoughtful perusal of all Americans. If the facts given by him teach anything, it is that mere intellectual education is, by itself alone, a powerful protection against crime.

We give a few other facts, of like tenor, drawn from various sources.

Some years ago, in the four best-taught counties of England, the number of schools was one for every seven hundred inhabitants, and

the number of criminal convicts, one a year for every one thousand one hundred and eight inhabitants. In the four worst-taught counties, the number of schools was one for every one thousand five hundred and one inhabitants, and the number of convictions, one a year for every five hundred and fifty inhabitants. That is, in one set of counties, the people were about twice as well educated as in the other, and one-half as much addicted to crime. In other words, in proportion as the people were educated, were they free from crime.

In Scotland, before the institution of parochial schools, by which the education of the whole population is secured, there were 200,000 vagrants. Now, with a population vastly increased, that evil is almost entirely abated. The thrift and good morals of the people have kept pace with the spread of intelligence.

The same result has followed in those countries of Europe where good common schools are maintained, as in Norway, Denmark, Holland, Belgium, and most of the German States. Pauperism, with its attendant evils and crimes, is almost unknown in those countries; while in England, where the common people are worse educated than those of any Protestant nation of the world, pauperism has become an evil which her wisest statesmen have given up as unmanageable. In 1848, in addition to hundreds of thousands assisted by charitable individuals, no less than 1,876,541 paupers, or *one out of every eight!* of the population were relieved by boards of guardians, at an expense from the public purse of about $30,000,000!

In our own country, the same pains have not been taken to collect statistics on the subject; because comparatively little controversy has existed to call forth inquiry. We, as a people, have generally taken it for granted, that popular education lessens crime and pauperism—still facts enough have been recorded to show the same results here as elsewhere. When an educated villain is convicted, the fact becomes so notorious, by means of the Press, that it is unconsciously multiplied in our imagination, and we think the instances more numerous than they really are. A few quotations, however, will satisfy us on this point.

In the Ohio Penitentiary, out of two hundred and seventy-six inmates, nearly all of whom were ignorant, one hundred and seventy-five were grossly so.

In the Auburn prison, New York, out of two hundred and forty-four inmates, only thirty-nine could read and write. Throughout the State of New York, at the same date (1841), the ratio of uneducated criminals, to the whole number of uneducated persons, was twenty-eight times as great as that of educated criminals to the whole number of the educated inhabitants!

In view of such an array of facts as have been thus presented, we cannot avoid the conclusion, that mere intellectual education has some power to retain men from the commission of crime. Assuredly ignorance and sin are natural allies and adjuncts.—*Sunday School Times.*

WEBSTER'S NEW DICTIONARY.

Nearly a year has elapsed since the appearance of the new dictionary. The diversity of opinion respecting it has had free expression. Some say it is no longer *Webster's* Dictionary; others say, or insinuate, that it is defective in its appeals to authorities, that it supplies the student with no means of tracing the history of a word; that the "authorities which are adduced seem to have been pitched upon by accident." We do not declare the work perfect in every detail; but we must confess our continual amazement at the fullness of its vocabulary, the clearness, precision, and comprehensiveness of its definitions. The great increase in the vocabulary of this monument to American learning may be shown in the facts that the first dictionary by Noah Webster, published in 1806, contained only 12,000 words; his great American Dictionary, published in 1828, nearly 80,000 words; the first Pictorial edition, issued in 1859, about 100,000; while the *New Illustrated edition* contains more than 114,000, or ten thousand more than any other dictionary of the English Language.

In the present thorough revision of this great work, under the general supervision of Professor Noah Porter, of Yale College, more than thirty eminent scholars have been employed, several of them during many years. Among them were those who have attained to great eminence in different departments of learning, both in America and in Europe. We speak of this revision as *thorough*, because we find that it has thousands of new words, and that many of the definitions of the old ones have been carefully rewritten, retain-

ing Webster's most valuable features, while the new significations which good present usage attaches to these words have been added, so that this work is emphatically the best defining dictionary in our language. The revision also extends to the etymology, orthography, and pronunciation—thus embracing an entire reconstruction of the whole work.

In respect both to orthography and pronunciation, its conformity to the usages of the best speakers and writers of America and England, renders it unequaled as a standard in these particulars.

Those valuable synonyms of Dr. Goodrich, which occupied some seventy pages before the vocabulary of the first Pictorial Edition, have been incorporated in the work, each under its appropriate word. Besides these, there have also been added ample lists of synonymous words, without explanations. There are more than *three thousand illustrations* to aid in communicating clear ideas to those objects which words alone cannot present. These are arranged in the body of the vocabulary, each with the word to be illustrated, and are also grouped together in classes at the end of the volume, with references to the pages where the descriptions may be found.

Among other new and valuable features, are the "Explanatory and Pronouncing Vocabulary of the Names of noted Persons and Places, and the fictitious Names of Writers;" "The Etymological Vocabulary of Modern Geographical and Biographical Names;" "Common Christian Names, with their Equivalents in several Languages;" and "A Brief History of the English Language," by Professor James Hadley.

But it may be asked by those who have not examined it, or by those who have not considered the real character of a complete lexicon—What is the need of another dictionary? Let us consider the relations properly existing between a living language and the standard dictionary which represents the meaning of the words constituting the language.

The language of a people is the summary of the thoughts and judgments of their forefathers, and a repository of the civilization of the nation to which it belongs. Living languages are in process of continuous creation. They are daily molded to express the thoughts of the times—hence, are never finally completed. Dead languages are stationary—recording only the thoughts of the past stage of development in their respective nations. As long as a lan-

guage remains a living one, and is daily used to symbolize the ideas of the people employing it, new words will be required for new ideas; and as some older words fall into disuse, and others materially change their significance by embracing new meanings, the language must be constantly undergoing changes. A dictionary which has been published twenty years, without revision, cannot represent the language as it really exists. It may be a complete record as it was, but it is impossible to confine a language within the lids of a dictionary. A dictionary may contain words and definitions; but if those definitions do not embrace the ideas symbolized in the present use of the words, it cannot truly be called a dictionary of the living language, nor can it be of much value, except as a record of the ideas of the past.

Great generalized ideas have recently been symbolized in our language; and they are becoming incorporated into the legislation of our nation. The spirit of progress in our country, our people, and our language, demand an American dictionary which, in addition to all the accumulated treasures of the past, should represent the living, current ideas of to-day. Such a work we now possess in Webster's New Illustrated Dictionary—a fit cotemporary with the dawn of our new national life.—*Amer. Ed. Monthly.*

NICKNAMES.

The following are the nicknames of the native inhabitants of the different States: Maine, Foxes; New Hampshire, Granite Boys; Massachusetts, Bay Staters; Rhode Island, Gun Flints; Connecticut, Wooden Nutmegs; New York, Knickerbockers; New Jersey, Clam Catchers; Pennsylvania, Leatherheads; Delaware, Muskrats; Maryland, Buckskins; Virginia, Beagles; North Carolina, Tar Boilers; South Carolina, Weasels; Georgia, Buzzards; Louisiana, Creoles; Alabama, Lizards; Kentucky, Corn Crackers; Ohio, Buck-Eyes; Michigan, Wolverines; Indiana, Hoosiers; Illinois, Suckers; Missouri, Pikes; Arkansas, Toothpickers; Mississippi, Tadpoles; Florida, Fly-up-the-Creeks; Wisconsin, Badgers; Iowa, Hawk-Eyes; California, Gold Hunters; Oregon, Hard Cases; Nevada, Sage Hens; Kansas, Jay-Hawkers; Minnesota, Gophers; Texas, Beef-Heads; Nebraska, Bug Eaters.—*Vt. School Journal.*

Department of Public Instruction.

STATE SCHOOL FUND.

Statistical Table, showing the total amount of State School Fund apportioned to Counties for the School Year ending August 31st, 1865.

Counties.	Number of Children.	Jan. App't at $1.17 pr. child.	July App't at $0.77 pr. child.	Total Apport year ending Aug. 31st, 1865, $1.94 pr. child.
Alameda	2,533	$2,963 61	$1,950 41	$4,914 02
Alpine	278	325 26	214 06	539 32
Amador	2,208	2,583 36	1,700 16	4,283 52
Butte	1,876	2,194 92	1,444 52	3,639 44
Calaveras	2,470	2,889 90	1,901 90	4,791 80
Colusa	431	504 27	331 87	836 14
Contra Costa	1,687	1,973 79	1,298 99	3,272 78
Del Norte	163	190 71	125 51	316 22
El Dorado	2,909	3,403 53	2,239 93	5,643 46
Fresno	141	164 97	108 57	273 54
Humboldt	761	890 37	585 97	1,476 34
Klamath	55	64 35	42 35	106 70
Lake	599	700 83	461 23	1,162 06
Lassen	328	383 76	252 56	636 32
Los Angeles	2,304	2,695 68	1,774 08	4,469 76
Marin	722	844 74	593 67	1,478 41
Mariposa	908	1,062 36	699 16	1,761 52
Mendocino	954	1,116 18	734 58	1,850 76
Merced	256	299 52	197 12	496 64
Monterey	1,588	1,857 96	1,222 76	30,80 72
Napa	1,415	1,655 55	1,089 55	2,745 10
Nevada	2,769	3,239 73	2,132 13	5,371 86
Placer	1,939	2,268 63	1,493 03	3,761 66
Plumas	427	499 59	328 79	828 38
Sacramento	4,859	5,685 03	3,796 87	9,481 90
San Bernardino	1,085	1,269 45	835 45	2,104 90
San Diego	371	434 07	285 67	719 74
San Francisco	18,748	21,935 16	14,435 96	36,371 12
San Joaquin	3,509	4,105 53	2,701 93	6,807 46
San Luis Obispo	896	1,048 32	689 92	1,738 24
San Mateo	924	1,081 08	711 48	1,792 56
Santa Barbara	1,370	1,602 90	1,054 90	2,657 80
Santa Clara	4,370	5,112 90	3,364 90	8,477 80
Santa Cruz	1,779	2,081 43	1,369 83	3,451 26
Shasta	909	1,063 53	669 13	1,732 66
Sierra	1,035	1,210 95	796 95	2,007 90
Siskiyou	884	1,034 28	680 68	1,714 96
Solano	2,456	2,873 52	1,891 12	4,764 64

Counties.	Number of Children.	Jan. App't at $1.17 pr. child.	July App't at $0.77 pr. child.	Total Appor't year ending Aug. 31st, 1865, $1.94 pr. child.
Sonoma	4,536	$5,307 12	$3,492 72	$8,799 84
Stanislaus	488	570 96	375 76	946 72
Sutter	1,125	1,316 25	866 25	2,182 50
Tehama	630	737 10	485 10	1,222 20
Trinity	367	429 39	282 59	711 98
Tulare	924	1,081 08	711 48	1,792 56
Tuolumne	2,124	2,485 08	1,635 48	4,120 56
Yolo	1,412	1,652 04	1,079 54	2,731 58
Yuba	1,982	2,318 94	1,526 14	3,845 08
Totals	86,504	$101,209 68	$66,662 75	$167,872 43
Supplemental to Santa Barbara (January Apportionment)				872 04
Supplemental to Sacramento (July Apportionment)				84 24
Grand total				$168,828 71

CIRCULAR TO COUNTY SUPERINTENDENTS.

Your annual report to this Department will be due on the first of October next. You will confer a great favor by forwarding it earlier if possible. The State Superintendent will be required this year, to make a biennial report to the Legislature, which will involve long and complicated statistical tables. For making this report the State Superintendent is only allowed the time from October 1st to November 1st; and no portion of it can be written until the statistical tables are summed up. It is an absolute necessity that the county reports be sent in at the time required by law.

All reports which are delinquent will be omitted entirely, and the law strictly enforced.

If Trustees fail to report, it is no reason why your report should be delayed a single day. Fill out the gaps so left in your tables, from the last year's reports, and certify to the fact that those delinquent districts have maintained a school three months, if in your opinion there is good reason why they should receive their apportionment of State School Funds. The negligence of Trustees will not be received in this department as an excuse for any delay in your Annual Statistical and Financial Report.

Your report is required to be made on three different sheets. The first, most important, and most difficult one is the "Financial Report."

The first column "By Balance on hand at the beginning of the School Year, September first, eighteen hundred and sixty-four," is shown by your own books, which ought to correspond with those of the County Treasurer. The second column, "By Cash received from State Apportionment, as reported by the State Board of Education," must be determined, *not* from the reports of Trustees which may be incorrect, but from your own account with the districts. Of course, the total amount of this column must correspond with the statistical tables of the State apportionment published for your benefit in this number of the CALIFORNIA TEACHER, and with the two semi-annual apportionments also published in the CALIFORNIA TEACHER during the year. Last year the reports of quite a number of counties varied materially from the correct amount as given for the benefit of County Superintendents in the August, 1864, number of the TEACHER. Your account in this column ought to agree with that of the County Treasurer.

"By Cash received from County Taxes" must of course be determined from your own books and apportionments, and not from the Trustees' report. This column, footed up, must agree with the Treasurer's report of the total amount subject to apportionment, including any sum not apportioned, and the amount drawn for subscriptions to the CALIFORNIA TEACHER, for postage and expressage, and for the payment of the County Board of Examination of Teachers. On more than half the reports last year, the tables in this column differed from the reports of the County Treasurers of the amount received by county tax. Some of these differences resulted from blundering additions, others from omissions, and some were radically wrong. The Treasurer's account of the money actually received from the county tax, must of course, be correct, and your detailed apportionment of it to districts, must be made to agree with it as proof positive that your figures are correct. All errors, either in addition or of totals, in this column, will be specially noted in the State Superintendent's Report. "By Cash from City Taxes" is inserted for the convenience of counties in which such taxes are levied, in place of district taxes—to be taken from reports of City Superintendents and Treasurers. "By Cash from District Taxes" must be determined solely from the reports of Trustees, as these are not now required to pass through the hands of the County

Treasurers. "Rate Bills and Subscriptions"—from the reports of Trustees. "Miscellaneous Sources," mainly from reports of Trustees. All these several columns of items for each district should be added horizontally across the sheet, and carried out in the column of "Total Credits." As a proof that the work is correct, add the seven perpendicular columns of sources of "Receipts," and the sum of these seven "Totals," added horizontally, should agree with the grand totals in the column of "Total Credits." There is no excuse for blundering addition in these columns; any boy who can work an example in simple addition, can make out this section of the report without an error of a single figure.

In the table of "Expenditures" the first column, "Cash paid for Teachers' Salaries," must be made out from your own books in *all* cases in which the teachers have been paid entirely from the State and County Funds: in cases where district taxes and rate bills have been resorted to, you will rely on the report of Trustees. The second, third, fourth, and fifth columns must be determined principally from the Trustees' Reports, as those expenditures are oftener made out of money raised by special tax, or by subscription. The sum of the totals in the five columns should agree with the whole amount of the column of "Total Debits." Of course, the "balance" of each district and of the county will be found by taking the difference between the credit and debit columns. If you need more blank sheets for this report, send a special order for them. Forward this report at the earliest possible date if it should be completed before the other sheets are filled out.

The second tabular sheet comprises general statistics. The names of the districts, on this report, as well as on the "Financial," must be alphabetically arranged. The statistics from returns of School Census Marshals, can be transcribed from the Census Marshals' reports, early in August. Make no blunders in addition. The columns headed "Average Number Belonging," "Average Daily Attendance," "Per centage of Attendance," and "Total Number Enrolled," on the Public School Registers, must be taken from the Teachers' Reports; but from the Trustees' Reports if the Teachers' are not thoroughly returned. Of course, if two teachers have taught the same school during the year, and two separate reports are made for the two terms, you must not enter the totals

of both reports, but add the two and take the average. Last year great confusion was made in some reports by entering these several separate reports and returning a much greater attendance and number of pupils than actually belonged to the counties. All this work had to be corrected in this department.

The total number of days' "attendance," "absence," and "tardiness" is required to show the correctness of the three preceding columns, and to show that the registers have been properly kept by teachers. The two columns requiring the number of pupils who have studied "History of the United States" and "Physiology," will show how far the law requiring these studies to be pursued has been complied with. The column of "Number of Calendar Months during which School has been Maintained," is a most important one, as it shows what districts are entitled to their State apportionment. In several instances, last year, this column was left entirely blank when the others were filled out. In case any districts have kept up a school two months, or two and a half, and have failed to keep the full term of *three months* on account of inability to procure a teacher, or of the sickness of a teacher, it is only an act of justice that such districts should be entitled to their *pro rata* of the public money; and you will make a special report concerning them, stating the reasons which in your opinion are good excuses for their failure to comply with the law. Any districts which, in your opinion, are entitled to receive no apportionment, you will denote by writing after their names, "no apportion." In cases where new districts have been set off from old ones and have maintained a school less than three months, denote the fact by writing after the name of the district, "new district," as all such districts will be entitled to receive an apportionment if the time of maintaining school in the old district before division, and in the new one after division, shall be together equal to three months.

In the column headed "Districts using the State Series of Text Books," mark those who report to you "Excused by the State Superintendent," with "Ex.;" those which have adopted the series entire, with the figure "1;" those which have failed to adopt the series, with "0." If any districts which have failed to comply with this law, render to you any good excuse for their failure, make a special report of it, otherwise such districts will be cut off from their State apportionment. This year, no special Text Book Re-

port to the State Superintendent is required from Trustees, and the only guide in this department will be your report. The column, "Number of Teachers who Subscribe for an Educational Journal," is a very important one, as an index of the intelligence and professional spirit of the teachers.

In the three columns of valuation of school-lots and houses, school-libraries, and apparatus, if the Trustees fail to report, fill out the statistics, as far as possible, from your own information. The average wages paid to teachers, both male and female, must be carefully computed. Return the rate of county school tax for the fiscal year ending June 30th, 1865, and also the rate levied for the fiscal year beginning July 1st, 1865, and ending June 30th, 1866. All the miscellaneous statistics must be filled out. Last year quite a number of reports were sent in with this part of them left entirely blank. The statistics would not be required unless they were considered necessary.

The third sheet is a "Directory Report," with the name and address of each Clerk of the Board of Public School Trustees, and is important, as it is used as the official guide in mailing the California Teacher to the various Boards of Trustees in the State. You will confer a favor by making a short special report, giving the names of districts which have erected new school-houses during the last two school years, and the items of information as regards cost, architecture, furniture, etc. Include in this report any districts which have voted liberal taxes for the maintenance of free schools. It is the intention of the State Superintendent to devote a section of his report to the honorable mention of all districts which have erected new houses or voted liberal taxes.

JOHN SWETT,
Sup't. Pub. Ins'n.

Department of Public Instruction,
July, 1865.

To Public School Trustees.—Section seventh of the School Law makes it your duty to levy a direct property tax, without the vote of the district, whenever the State and county funds shall not be sufficient for the purpose. The question arises, how are you to determine at the beginning of the year, whether the public money is sufficient, or is *not*, to keep the school open five months in the year? You must apply to the County Superintendent to ascertain

the probable amount per child to be derived from the county tax. His statement will make the basis of your calculation. The State apportionment for the coming school year ending August 31st, 1866, will not exceed two dollars per child, and you can make your estimate at two dollars. Suppose, then, that in the "Buckeye District" the number of children between four and eighteen years of age, is fifty, the County Superintendent estimates the county fund at two dollars and fifty cents per child, which, added to the State apportionment, will make a total of four dollars and fifty cents per child for the year, or a total amount of two hundred and twenty-five dollars. A teacher is employed for five months, at a salary of ninety dollars per month, making four hundred and fifty dollars. The Trustees estimate the amount to be expended for pens, ink, stationery, books for indigent children, apparatus, and incidentals, at one hundred and fifty dollars, which, added to the wages of the teacher, will give a total of estimated expense of six hundred dollars. The amount required to be raised by tax will be the difference between six hundred dollars and two hundred and twenty-five dollars—or three hundred and seventy-five dollars. The property valuation of the district is, say, $50,000, from which, deducting fifteen per cent., the remainder is $42,500. Dividing the amount to be raised, three hundred and seventy-five dollars, by this, the rate of tax will be found to be eight and eight-tenths cents on a hundred dollars; and, according to the law requiring the full cent to be used in place of any fractional cent, the rate will be set at nine cents on each hundred dollars. An Assessor and Collector must be appointed, and if any delinquents refuse to pay, the case must be turned over to the District Attorney for collection. The action of the Trustees, in determining the amount of money to be raised, and their estimates of public money to be drawn from State and county, should be recorded by the Clerk in the record book of the board.

State Reform School.—This Institution is situated five miles from the City of Marysville, on a slough of the Feather River. The building, a large and beautiful brick edifice, well-planned and well-built, was erected in 1859, and the school opened in 1860. It was built ten years in advance of the needs of the State, and the erection of the San Francisco Industrial School rendered it still

less a necessity. Its location was unfortunate on account of the excessive heat of the summer season, and the prevalence of chills and fever. The erection of a building at a cost of $50,000, makes the location, however, a permanent one. We found, on a recent visit, the forty pupils of the school engaged in the school-room in their Friday afternoon exercise of reading select pieces. They were neat, tidy, orderly, and well-behaved—more than can be said of all the public schools we visit. The Superintendent and Teacher, Mr. H. S. Hoblitzell, seems admirably adapted, by his kind and genial manner, to win the love of his boys, and to mold their characters for good. The school gives evidence of careful moral and religious training. There are many vicious boys at large in this State who ought to be committed to this excellent Institution. It would save them from ruin and society from danger. We regret that want of space will not allow an extended notice of the school. To show something of the routine of the school, we insert the following rules and regulations, adopted March 1st, 1865:

1. The Superintendent shall have full control and care of the inmates, except during school hours. 2. All inmates shall arise at six o'clock, A.M. 3. Breakfast for the pupils at seven o'clock, A.M. 4. Dinner, at twelve and one-half o'clock, P.M. 5. Supper, at six o'clock, P.M. 6. The pupils shall retire at eight o'clock, P.M. 7. All pupils may be employed until forty minutes past eight o'clock, A.M. 8. School shall commence at nine o'clock, A.M., and continue until four o'clock, P.M., with a recess from twelve to one o'clock. During school hours the teacher shall have control and care of the pupils. 9. The Superintendent may detail any of the scholars for labor, by giving the teacher notice at or before the time for commencing the school; after which time no scholar shall be taken from school. 10. At sun-down, the roll of scholars shall be called by the Superintendent, after which the doors of the institution shall be closed; and no pupil shall be permitted to go out without special permission from the Superintendent. 11. No vulgar or profane language shall be used upon the premises. 12. The Sabbath shall be duly observed by all within the institution. 13. No pupil shall be allowed to use tobacco in any form. 14. The teacher may make his own rules for the government of the school, and may inflict such humane punishment as will compel obedience to the same. Wm. Hawley, President; C. M. Gorham, Secretary.

STATE TEACHERS' INSTITUTE.—In accordance with the power conferred by Section 8th of the School Law, the Superintendent of Public Instruction will convene a State Teachers' Institute in the City of San Francisco, to commence on Tuesday, September 19th, and to continue five days, the sessions to be held in the large hall of the new Lincoln School Building.

A detailed plan of the Institute will be presented in the September number of the CALIFORNIA TEACHER. All County Superintendents, Public School Teachers, School Officers, and Teachers in Colleges, College Schools, and private institutions of learning, are invited to attend and take part in the proceedings.

The State Board of Examination will hold a session for the examination of all applicants for State Certificates.

For State Diplomas, and first and second grade Certificates, examination will be held in the following branches: Arithmetic, Algebra, Grammar, Geography, History of the United States, Theory and Practice of Teaching, General Questions, Physiology, Natural Philosophy, Penmanship, Orthography, Defining, Reading and Elocution, Constitution and Government of the United States, and School Law of California. Extra Credits, not to exceed twenty-five in each branch, will be allowed for ability to teach Vocal or Instrumental Music, Drawing, Calisthenics and Gymnastics, and for Experience in Teaching.

All Boards of School Trustees are requested to give their Schools one week's vacation, and to allow the salaries of all Teachers, who desire to attend the Institute, to be continued at the same rate as if actually engaged in teaching. County Superintendents are requested to notify all Teachers, who do not take the CALIFORNIA TEACHER, of the time and place of holding the Institute, and also to secure a notice in the several county papers. This Institute will be held without expense to the State, and will not be advertised except in the CALIFORNIA TEACHER. It is probable that the California Steam Navigation Company, and the Captains of other steamers will, with their accustomed liberality, give free passes to all School Officers and Teachers who may attend the Institute. Due notice of all such arrangements will be given in the September number of the TEACHER.

Resident Editors' Department.

Personal.—S. D. Simonds, who was granted a first-grade State Certificate last June, by the State Board of Examination, has been elected Principal of the Colored Grammar School, in this city. Mr. Simonds was formerly a Methodist clergyman; and is a man of sound sense, liberal principles, progressive ideas, of broad views, and generous culture. His appointment to this school is peculiarly appropriate. Always an advocate of human rights, he preached the funeral sermon of Judge F. P. Tracy, who requested in his Will that his funeral should be attended by a "Methodist clergyman who had never apologized for slavery." Mr. Simonds is a valuable addition to the corps of city teachers, and we imagine nobody will think less of him because he is pioneer white teacher of colored children. "A man's a man, for a' that, and a' that."—Mr. Wm. K. Rowell has been elected Sub-Master of the Union Grammar School, in this city. Mr. Rowell has been for several years teacher of the Public School at Brooklyn, and was formerly a teacher in the California College School, at Oakland. He received a State Educational Diploma in 1863.—George S. Pershin has been appointed to take charge of an ungraded school at the Potrero, in this city. Mr. Pershin was the only male graduate of the State Normal School last May. He has since passed examination, and received a first-grade State Certificate.

Half Mill Tax.—The total amount derived from the State School Tax of half a mill on the dollar, last year, was $55,000, or sixty-four cents for each child between four and eighteen years of age.

Barnard's Journal of Education for March.—This number is fully up to its predecessors. It contains a fine steel cut of Samuel P. Bates, Deputy Superintendent of Public Schools in Pennsylvania; a valuable article on State and Education; an interesting account of the United States Naval Academy; Competitive Examinations at West Point; Naval and Navigation Schools in England; English Public Schools; Sir Henry Walton on Education. The Address of Wm. H. Wells before the American Teachers' Association, 1864, on Methods of Teaching English Grammar, is alone worth the subscription price of the *Journal* for one year. The article on Liberal Education, by S. P. Bates, is a full and very able exposition of the subject; and worth to the college professors in this State, none of whom take this journal, more than two years' subscription. "Town, County, and State Associations," by J. W. Bulkley, ought to commend the *Journal* to every County Superintendent in the State.

An address by H. B. Wilbur, M.D., Superintendent of the State Asylum for Idiots, Syracuse, New York, criticises very sharply the Object-System of Instruction, as pursued in Oswego. Since our last issue, we have added to our list of subscribers the following sensible teachers: J. D. Littlefield, Sub-Master of the Rincon School; D. C. Stone, Principal of the Marysville Public Schools; A. T. Winn, Principal of the Los Angeles Public School; and H. H. Atwood, Salinas, Monterey County. We desire to secure fifty subscribers to this excellent journal, in this State. Who comes next? Subscription price, four dollars a year, in currency.

Mr. Stone's School.—We have had the pleasure of visiting the Public School in Marysville, which we call Mr. Stone's School, because he has been the life and soul of the Marysville schools for the last ten years. We found a pleasant school-room; the finest school cabinet in the State; a fine school library; the most sensibly-trained class in arithmetic we have seen in the State; and last, but not least, a nervous, active, wide-awake teacher, who relies on himself more than on text-books. Mr. Stone has one of the very best schools in the State, and his reputation as a teacher is not confined to Marysville. Mr. Azro L. Mann, a teacher of excellent ability, is associated with Mr. Stone in the school. The whole number of children belonging to the Marysville Public Schools is three hundred.

Sonoma Public Schools.—Sextus Shearer, Sub-Master in the Union School, has resigned his position for the purpose of taking charge of the Sonoma Public School, as the citizens of that place could not possibly get along without him. Mr. Shearer has proved himself a teacher of more than ordinary tact, skill, and ability. He is the writer of the leading article in the last number of the Teacher. He holds a State Educational Diploma. The citizens of Sonoma are ready to vote any amount of tax to secure the services of a teacher who is in love with his occupation.

Speech-Making.—General Grant is as remarkable for the brevity of his speeches, as for his fighting qualities. We commend the following model speeches to some California orators more noted for their remarkable flow of words than for point and substance:

Ladies and Gentlemen: I have never been accustomed to speaking in public: you will pardon me if I think that I am now too old to learn. I thank you—thank you deeply for these great manifestations of your esteem, and only wish that I had deserved them better. I can say nothing more than this—I thank you.

The next is more excellent still—

Gentlemen and Soldiers of the Seventh Regiment: I bid you good-night; and am very much obliged to you for this reception.

Watsonville Institute.—The two counties of Monterey and Santa Cruz, represented by Superintendents Parker and Cool, held a joint County Teachers' Institute at Watsonville, Santa Cruz County, commencing on the sixth of July, and continuing two days. The teachers of both counties were present. Mr. Minns, of the State Normal School, delivered an evening lecture, and conducted various exercises. Superintendent Swett addressed the citizens, urging an en-

largement of the new school-house, which was built two years ago, at a cost of $3,500, but which is already found to be too small to accommodate the children. Addresses were delivered by Wm. White, A.M., Mr. Walker, and Mr. Shearer, and essays read by Miss Canfield and Miss Bailey. A thorough written examination was held in connection with the Institute. The session of the Institute was very pleasant; and we trust it will be only the forerunner of another still better.

Dedication of the Mayfield School-House.—The citizens of Mayfield, Santa Clara County, dedicated their new school-house on the Fourth of July, as a fitting time for laying one of the foundation stones of the new nation. In the morning a beautiful national flag was presented to the school, with appropriate addresses. Superintendent Swett delivered an address. The pupils of the school gave a fine exhibition in the afternoon. The evening was devoted to a most delightful reunion. The new building is a two-story house, erected at a cost of $2,000. The Trustees deserve great credit for securing so fine a house; and the citizens no less, for having voted so heavy a tax in so small a community.

Nominations.—D. C. Stone, Principal of the Marysville Public School, has been nominated for County Superintendent of Schools, Yuba County. Warren Abbott, Principal of the Napa Public Schools, received the nomination for County Superintendent in Napa County.

Sacramento County Institute.—The semi-annual session of this Institute was held from the nineteenth to the twenty-fifth of June. We were present only one day of the session. Mr. Minns, of the State Normal School, read a most valuable paper on the "Use of the English Language," and in the evening gave an eloquent and instructive lecture on the "Physical Geography of the Oceans." Rev. John E. Benton was present, and took an active interest in the exercises. Mr. Knowlton conducted exercises in elocution. Superintendent Smith read several well-prepared papers on educational topics. Sacramento County is the only county in the State in which the teachers have adopted a uniform course of study for ungraded schools.

County Superintendents.—We beg leave to remind our official friends, that the rule in this office is, "pay in advance." Some have already forwarded their annual county subscriptions; and we trust a gentle hint only is needed by the remainder.

State School Fund.—The total amount of State school money apportioned for the year ending August 31st, 1865, is $168,956.67. The amount for 1864 was $132,217.86, being $36,738.81 less than the present year. The amount derived from the "Half-Mill Tax" was $55,000. The total amount of State school money derived from the School Fund, exclusive of the "Half-Mill Tax," was $113,000, or $19,000 less than the preceding year. In consequence of the decision of the Land Office, in Washington—that School Land Warrants located on unsurveyed government lands are not valid, no interest has been paid during the past year by the holders of such warrants. This will account for the fact that the School Fund is less than was anticipated.

National Lincoln Monument.—We have received from Hon. Newton Bateman, State Superintendent of Illinois, a circular addressed to officers, teachers, and pupils of Public Schools, asking their coöperation in raising subscriptions for a monument to the memory of Abraham Lincoln. This circular has been published in the *Sacramento Union* and the *Daily American Flag*. We had intended to propose some plan of united action for the schools of this State, but we learn from late Eastern papers that some disagreement has arisen between the members of the association and Mrs. Lincoln; and until we receive further information, we shall delay any action on the subject

Dedication of the Lincoln School Building.—This edifice was dedicated to its purpose, with appropriate ceremonies, on the twenty-ninth of June. Mr. Edward Tompkins delivered the address. Dr. Washington Ayer read an original poem. The music and singing, under the direction of Messrs. Elliott and Mitchell, was excellent. The teachers presented Mr. Tait, the retiring Superintendent, with some beautiful silver plate; and Mr. Minns took occasion to make the remarks which we give below. In the evening the large upper hall was lighted up, and several hundred invited guests had a pleasant reunion. After enumerating the many duties devolving on the City Superintendent, Mr. Minns said:

This brief recapitulation will enable you to form some idea of the extent, the multiplicity, and the difficult character of the duties to the discharge of which Mr. Tait brought the most admirable qualifications—an inexhaustible patience and unruffled evenness of temper—an interest in teachers, and a willingness to listen attentively to their complaints—the judicious advice, the encouraging word, the pleasant smile, the kindly tone; with all these we teachers are familiar. But I believe the public generally and many teachers are not aware of the important services rendered, and the improvements in our school system effected by him during his term in office. Let me mention some of them, and you will be surprised at their extent and character.

When Mr. Tait was elected Superintendent, there had been for some time due to the Department from the Board of Supervisors a considerable sum of money in consequence of a bargain for the exchange of what is known as the North Beach Hospital for the Greenwich Street School-House. Through Mr. Tait's exertions, this sum, which was justly due from the Supervisors, was paid over, and the School Fund was made over $12,000 richer.

Again, but three years ago, the sum of $60,000 was paid from the General Fund into the School Fund, the Board, in consideration thereof reducing the school tax, to twenty cents on one hundred dollars. The Department, it is true, did not receive as much money by this arrangement as it would have done by keeping the tax at thirty-five cents, on every one hundred dollars—but the money came just when it was absolutely needed, and saved the Department from issuing scrip.

There being a large amount of money in the General Fund, the last Legislature, with the consent of the delegation from this city, passed a law authorizing the transfer of $60,000 from the General Fund to the School Fund. This was received and used for building purposes.

Mr. Tait visited Sacramento, and it was chiefly through his representation and influence that both these sums were obtained.

This leads me to remark that, when Mr. Tait become Superintendent, the Department was in debt. Teachers and other creditors had frequently received their pay in scrip, which they had to sell at a discount. At the close of the very first year our friend was in office, the School Fund showed a surplus, and all the transactions of the Department have ever since been on a cash basis.

Mr. Tait found the children of the Primary Department, in too many cases, in small, damp, ill-ventilated, unwholesome, and sometimes even in half-subterranean apartments; he leaves them in spacious, pleasant, attractive rooms, in healthy locations, and open to the air and light of heaven—a more beneficent work than to find Rome brick and to leave it marble.

It is principally to our friend that we are indebted for the revision of the by-laws of the Board and the regulations of the Public Schools, and the introduction of a graded course of instruction in the Primary and Grammar schools. No one, without undertaking such a task, can imagine the time it will occupy, or the amount of thought that must be expended upon it, in order to render the result satisfactory. A great advantage produced by the latter change is, that it enables pupils to complete the primary and grammar course in seven instead of ten years.

It is on Mr. Tait's recommendation that the Principals of the High and Grammar schools are directed to assemble their pupils annually, on the day preceding the birthday of Washington, and to read and explain to them extracts from Washington's Farewell Address, and to combine therewith such expressions as are likely to kindle in the breasts of the rising generation a holy and inextinguishable love of country.

Lastly, Mr. Tait has been the efficient means of introducing the Bible into our public schools. The Word of God is now read in them, without note or comment, and with no intention or disposition to make a proselyte creed or faith. But it is allowed to have free course, and the time is coming—nay, is now, when the reading of beautiful and instructive passages from the Holy Scriptures in our schools, and the invocation of God's blessing upon them daily, will, instead of being pronounced a *dangerous innovation*, be acknowledged by all as eminently fitting and proper on the part of weak and dependent creatures upon the Almighty Creator of the Universe, and all people will be amazed that any one could ever have objected to it.

I have enumerated only the principal services which our friend has rendered to this community. I should prefer to allude to them during his absence, and such would undoubtedly be his wish. But I trust he will pardon me. I think it is very important that the people of this city should learn how arduous the duties of Superintendent are, and they should be told what an extent and variety of most laborious work our friend has accomplished during his term in office; and I know of no better time and place for giving this information to the people than the present. Is not this which I have read to you, an honorable record? Is it not one which any man may be proud to leave to his children? Is it not true that we all had formed a very inadequate idea of the character and magnitude of the services which Mr. Tait has quietly and unostentatiously rendered to the public? You would never had heard them from his lips, and I feel it to be both a privilege and a duty thus publicly to make them known to you.

Addressing the Superintendent he said:

Mr. Tait—On account of my long acquaintance with you, and my being one of the oldest teachers in the department, the honor has been conferred upon me of asking your acceptance of the articles upon this table, and of handing you the letter of presentation containing the names of the numerous donors. Were these inscribed upon this fruit-stand, inside and out, there would not be room to receive them. The teachers of the Public Schools of San Francisco ask your acceptance of this gift, as a token of their lasting respect and affection, as a testimonial of the able, faithful, and conscientious manner in which you have discharged the duties of your office, and to show that they will always remember the unvarying kindness and courtesy which have marked your intercourse with each and all of us. Your public career of great and unobtrusive usefulness ends to-morrow, and then the connection which has so long existed between you and us will be dissolved, probably forever. We hear that it is your purpose to retire, for some time at least, to the country, to seek under your own vine and fig tree, and in communion, with nature, the needed rest and tranquility. May all the sweet influences

of country life bring you health and vigor. May Happiness, Peace, and Plenty make their abode with you. May a kind Providence protect and cherish you and yours. May the days that are to come be as full of calm enjoyment as the past have been of usefulness, and as the end of life approaches, may it find you attended with "honor, love, obedience, troops of friends, and all that should accompany old age."

California Educational Society.—A special meeting of this society was held on the evening of Monday, June 5th, 1865, for the purpose of taking measures to continue the publication of the California Teacher. The following corps of editors was unanimously elected:

Resident Editors.—Hon. John Swett, State Superintendent; J. C. Pelton, Esq., City Superintendent; and Samuel I. C. Swezey, Esq.

Contributing Editors.—George W. Minns, Principal State Normal School; Bernhard Marks, Principal S. V. District, San Francisco; Sparrow A. Smith, County Superintendent, Sacramento; John Bagnall, Yuba County; Professor Martin Kellogg, California College, San Francisco; E. F. Dunne, Star City, Nevada; and Ebenezer Knowlton, Principal Rincon District, San Francisco.

The Society held its Annual Meeting for the election of officers, on Saturday evening, in the rooms of the Board of Education. The following officers were elected for the ensuing year:

George W. Minns, President; James Denman and James Stratton, Vice-Presidents; T. W. J. Holbrook, Recording Secretary; Thomas S. Myrick, Corresponding Secretary; John C. Pelton, Treasurer; H. P. Carlton, John Swett, Bernard Marks, S. I. C. Swezey, and D. C. Stone, Executive Committee; Theodore Bradley, T. C. Leonard, and George W. Minns, Examining Committee.

Superintendent Swett read a circular from Newton Bateman, State Superintendent of Illinois, in relation to measures for securing subscriptions from pupils and teachers of the Public Schools of the Union for the National Lincoln Monument, at Springfield, Illinois. The proposition was cordially indorsed by the society, and finally, on motion of Superintendent Pelton, was referred to a committee consisting of Messrs. Bradley, Pelton, and Minns, to report the best method of securing the fullest coöperation of County Superintendents and teachers throughout the State. The society then adjourned to meet again July 15th, at which time the committee reported progress and asked for further time.

State Normal School.—On account of delay in painting the Lincoln School building, wherein the State Normal School is hereafter to be located, this institution was opened in Dashaway Hall, where the school was to hold its session until next Monday, July 24th. The standard of admission in the lowest class is the same as that of the Girl's High School. The senior class this term will be mostly made up of persons who have had experience in teaching but who desire to fit themselves more throughly for their work. The model school connected with the Normal, will afford the means of learning the practical details of teaching. Young ladies of good ability, over the age of fifteen can enter the lowest class and complete the course of study in three terms or one year and a half. One of the highest inducements to enter this school at present, is the fact that it is now under the direction of Mr. Minns, whose reputation as an educator is known all over the State. Mr. Carlton whose past connection with the

school has been so popular is retained in the school. Miss E. W. Houghton continues in charge of the third division. She is one of the most accomplished female teachers in the State.

State Board of Examination.—The State Superintendent has appointed the following persons on the State Board of Examination for the ensuing year: George W. Minns, Samuel I. C. Swezey, Bernard Marks, and Ebenezer Knowlton.

State Certificates.—All State Certificates of the Second and Third Grades, granted in June, 1863, have now expired. The holders can present them to the State Board with a request for renewal, and they will be acted upon at an early date.

Napa County.—Six new school-houses have been erected in this county during the school year about to close, viz.: Suscol, No. 1; Franklin, No. 2; St. Helena, No. 10; Child's, No. 14; Cherry Valley, No. 15; and Soda Cañon, No. 19. Superintendent Higbie has a proud record to show in the result of his official labors in Napa County.

Correction.—Most of our readers have noticed the paragraph referred to in the following note received from the esteemed Principal of the State Normal School:

Editors California Teacher:

A correspondent of the *Sacramento Union* states that, in a lecture delivered by me in that city, I asserted that, if a *canal* were dug through the Isthmus of Panama, the Gulf Stream would no longer flow towards England; the climate of the British Isles would become much colder, and various disastrous consequences would ensue. The gentleman misunderstood me; I made no such statement. The making of a canal across the isthmus would have no more effect on the Gulf Stream than a rill drawn from Niagara River to water a small garden would have in abolishing Niagara Falls. What I did say was this: If a *passage* were made through the isthmus, and *if*, thereby, the Gulf Stream were prevented from going to the British Isles, glaciers would appear upon their mountains, and the climate and fate of those islands would be entirely changed. When making this statement, I had in mind a remark made by a distinguished gentleman, Mr. W. Hopkins, before the Geological Society of Great Britain. It is as follows: "If the configuration of the Western Continent were only so slightly changed as to give a passage to the great Equatorial Current through the present Isthmus of Panama, the mountains of Wales and Scotland would become again the abode of glaciers, and civilization would disappear before the invasion of arctic cold."

G. W. Minns.

The following new books are received:

Tales of a Traveller. By Geoffrey Crayon, Gent. New York: G. P. Putnam; Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 530.

The appearance of this Riverside Edition of Irving's "Tales of a Traveller" furnishes every lover of choice English a sufficient excuse for re-reading the author who was first to make known to the world the possibility of American literature. The size, form, binding, and typography of the volume are just the most convenient and comfortable that could be desired. For a little money, every teacher can now become the possessor of an edition of Irving that will be a perpetual joy to him. We are going religiously through every book that Messrs. Hurd & Houghton publish in this revised edition, and we advise our readers to do the

same. Our California teachers are in danger of reading too little. Let them remember, that it is the business of booksellers to supply the demand for books, and that Mr. Bancroft always prefers to have books called for that will be at once pleasant and profitable for his friends and customers to use. The Riverside Edition of Irving meets both conditions, and is hereby recommended, therefore, by the CALIFORNIA TEACHER.

HISTORICAL VIEW OF THE AMERICAN REVOLUTION. By George Washington Greene. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 459.

We have rarely been favored with such a book as this. It consists of twelve lectures, written for the Lowell Institute of Boston, and delivered before that institution in 1863. Portions of them were subsequently delivered in New York; and now they are sent out, for a nation to read and grow wiser by. The Table of Contents will give our readers an idea of the ground gone over; and if any are unable to procure the volume itself, these titles may well suggest an excellent course of study in American history: 1. The Causes of the Revolution; 2. The Phases of the Revolution; 3. The Congress of the Revolution; 4. Congress and the State Governments of the Revolution; 5. Finances of the Revolution; 6. The Diplomacy of the Revolution; 7. Army of the Revolution; 8. Campaigns of the Revolution; 9. The Foreign Element of the Revolution; 10. The Martyrs of the Revolution; 11 and 12. Literature of the Revolution. The thoughts are admirably expressed; and the summary of facts so clearly arranged, that the reader is able to appreciate, as never before, the difficulties, the spirit, and the grandeur of the struggle which resulted in founding our great nationality. For teachers the work is especially valuable. No library can afford to be without it.

THE IDEAL ATTAINED: Being the story of two steadfast souls, and how they won their happiness and lost it not. By Eliza W. Farnham. New York: C. M. Plumb & Co. San Francisco: A. Roman & Co. pp. 510.

The manuscript of this work, we are told, was prepared by the late Mrs. Farnham, some years ago, and not deemed by herself worthy of publication. We came to the book, not altogether pleased with the somewhat affected title; but a few pages reassured us, and we read on to the end. We regard it as the most interesting production of the gifted authoress that we have seen. The story commences on the sea. The company on ship-board are set before us clearly, and without apparent effort. The ship is lost upon the Pacific, and some of the passengers are saved, after a long passage in open boats to an island, where they remain until visited by a ship, and conveyed to San Francisco. The early days of that city are shown forth with a vividness very attractive to persons whose residence in this city began after the customs had settled down into a state of civilization. The principal characters, Mrs. Bromfield and Col. Anderson, have their ups and downs in a way quite unusual in novels; but, being "steadfast souls," they eventually find their happiness in a very orthodox way—by getting reasonably and satisfactorily married! While we have no sympathy for many of the views expressed in this volume, we still regard it as a very interesting, and, in many respects, valuable contribution to current literature.

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[For the California Teacher.]

EXAMINATION OF TEACHERS.

Examining Committees are supposed to hold examinations of applicants for certificates, for the purpose of ascertaining their fitness for the profession of teaching. Sometimes they are conducted in such a manner that their result is no index either of education or ability. Not unfrequently they are held for the ulterior purpose of bothering and harassing teachers. Such was the case in this city some years ago, when professional teachers were annually put through a course of sprouts in "readin', 'ritin', and 'rithmetic," to ascertain if their "moral characters" were in good condition, and if they were possessed of "sufficient learning and ability to teach a common school," in face of the plain fact that they had proved it by ten years of practical test in the school-room.

It has been wickedly said that examinations have been held, in which the leading purpose of the examiners was to show off their own scholastic attainments. We suspect, however, that this was the insinuation of some disappointed applicant.

Examinations in this city are usually conducted in writing, by means of printed questions. Sometimes these questions have been sensibly prepared, and the results in some degree have been fair evidence of scholarship, or of the lack of it. Not unfrequently,

however, these questions have been collections of old curiosities, picked up by the examiners in a long life of searching after the little quips, and quirks, and exceptions in various studies; condensations of "tough sums" in Arithmetic and Algebra; gleanings of the tag-ends of the nine hundred and ninety-nine rules, and exceptions, and notes, and annotations of Lindley Murray; words to "parse" "according to" Smith, or Brown, or Greene, or Wells, or Weld, or Sanborn, or Kerl, or Bullion, or Noakes, or Stoakes, or Stiles, or Thompson, or Pickwick,—words of crooked orthography, strung together like onions, in a way to bring tears to the eyes of old Webster himself—we don't mean Dan. Webster, nor Prof. Webster who killed Parkman, but Webster who used to spell on his own hook; questions in Geography, which answer to Morse's famous description of a town in New York with many fine houses and ten thousand inhabitants with their gable ends all towards the street.

Our attention has been called to the manner of conducting the city examination last June. We desire to state before proceeding to criticise, that we were not among the disappointed applicants; that we have no grudges against the City Board, nor against the State Board who granted certificates on the per centages of the City Board. We write more in sorrow than in anger. Our attention was called to this examination from the fact that three graduates of three different Normal Schools, of high standing and repute in the East, who had taught some of the best schools in older States for terms of years varying from two to five, bringing testimonials and certificates to show that they had been successful teachers,—all failed to get any certificate whatever in this examination, not even to teach a primary school, which is next to saying they know nothing at all. There was a man in the examination, of varied attainments, for many years an editor and public speaker—a man of extensive reading and undoubted scholarship, who ranked on the "per centages" far below little girls of sweet sixteen just out of the High School nursery.

When we came to examine the "modus operandi" of turning out teachers, we were no longer surprised at the result. Under such an examination, the further removed a man was from the swaddling clothes of text-books, from nursery rhymes and school-

boy lessons—the more general his scholarship, and the broader his range of thought, the smaller were his chances of getting a certificate. Let us examine details. The whole number of studies and topics on which teachers were credited was fifteen, and each study was valued at one hundred—the total number of credits being fifteen hundred for a perfect standard. Thus every subject was reduced to a dead-level of value.

The questions on methods of teaching were intended to draw out a teacher's views on various practical subjects in teaching, and were in some degree a test of experience in teaching; yet this paper could be credited only one hundred, while penmanship received the same number. Thus the ability to write an elegant hand balanced the views derived from years of practical experience. Has any one ever known of a man of thorough scholarship and solid attainments who was not remarkable for his style of handwriting? Or has any one ever seen a person more remarkable for style of penmanship, than for sound views of the philosophy of teaching?

To Vocal Music *one hundred* credits were allowed—the same as in Arithmetic, Grammar, Geography, and Algebra. If a man, therefore, passed a perfect examination in these four fundamental branches, and could not sing, he would be placed on an equality, so far as "education" is concerned, with one who failed to answer twenty-five per cent. in each of these studies, but who could sing and play on a piano or fiddle. For experience in teaching, one hundred credits were allowed, and, we are informed, on a scale of tens—allowing ten credits for one year's experience, twenty for two years, and one hundred for ten years. If under the head of "experience in teaching," credits were allowed for success in teaching, or experience measured by positions held, and the kind of schools taught, it would be well enough.

We know of some teachers who have had twenty years' "experience," and yet it would be hard to find poorer ones. We know of some whose experience of two years has placed them high in their profession. Who ever heard of measuring the ability of a lawyer by the number of years he had practiced at the bar, or the capacity of a military commander by the number of years he had held command, or the skill of a doctor by the length of years he has administered calomel to his salivating patients?

A man has taught a High School one year, and gets ten credits; another has taught a "deestriet school" of ten children ten years, and receives a hundred credits—his experience being ten times greater. Under the head of "credentials," one hundred credits were allowed. Credentials, we suppose, mean letters of introduction, certificates, etc. According to the scale of "experience in teaching," we suppose one letter was allowed ten credits, two letters twenty, and ten, one hundred credits without regard to quality. Now, we happen to know that several men went into the examination expecting to be taken at their discovered value, being unknown quantities to the examiners, and did not trouble their friends to manufacture credentials for them; alas! they lost one hundred credits.

We know that one examiner there, who was a pioneer in this city, known by everybody, even by the examiners,—whose character and ability are unquestioned, received not a single credit in this column, because he filed no written "credentials."

If Prof. Silliman had been there, and unluckily had not filed his credentials, he would have been docked one hundred credits on his supposed fitness to teach school. We caution all future applicants to get John Doe and Richard Roe, and John Smith and John Brown, to prepare ten letters of recommendation worth ten credits each. Now, we admit that one hundred is a very pretty number to deal with, because it might bother the committee to calculate the per centage on any other basis; but we do protest against reducing all the different branches to one standard value of one hundred, that is to say, in Yankee, "a dollar bill."

Now let us turn to some of the questions used to determine the ability of applicants "to teach a common school." An examination in geography ought to deal in general questions, with principles rather than particulars, because every one knows that a school-boy or school-girl, just from the school-room, knows more infinitesimal towns and zig-zag boundaries, than many a college professor, who cleared such rubbish out of his head thirty years ago. The first question is:

Describe accurately the passage of a vessel from Buffalo to New York City?

We have not seen the "papers," and do not know how the answers to this were credited; so we wonder if a teacher who crowded

a canal-boat through the Erie Canal was marked nothing, or ten; or if one who sailed his little vessel through the Welland Canal and down the St. Lawrence, was credited anything; or, if an applicant who named only *one* route got five, and one who took both got ten. More than likely the cunning teachers who ran over the line into Canada took all the credits, and the Erie Canal boys were left out. Yet, according to Webster, a canal-boat is a "vessel," and we insist upon it that we have a right to put our vessel through both ways, or through either. Nice little catch, that, for "fresh fish."

Bound Colorado Territory?

Many a good geographer might fail to do it, because that Territory is as yet hardly known.

Bound Idaho?

Just carved out of the continent, is it a fair question to test general geographical knowledge? How many distinguished geographers in Europe can bound it? Take the following:

Where do the following rivers rise; what course do they run, and where do they empty: Sacramento; San Joaquin; American; Yuba, and Owens River?

There are many old residents who might be puzzled to describe Owens River, and as for teachers just arrived in the State, how shall they be expected to answer such questions at all, unless a graduate of a Normal School is supposed to know the name of every trout-brook in each of the United States?

Bound the State of Nevada, and name its counties and its capital?

The propounder of that question must have been "stick, stark, staring mad." How many of the owners of feet in "Washoe," resident in this State, can name the counties of Nevada? Yet a teacher "just arrived from the East," is required to name them all. How many old residents in this State, educated men—except senatorial candidates and newspaper editors—can make out a list, in five minutes, of the forty-seven counties in this State? When we went to school, at seven years of age, the school-ma'am taught us the names of the counties in our native State; it might puzzle us to name them all now, off-hand. How many New Yorkers can make a full list of the counties in that State? Is a teacher a walking cyclopedia?

We pass by the questions on grammar with only a single quota-

tion, which is quite technical enough to test even teachers who have "crammed" for a text-book examination:

8. Write sentences to illustrate the following constructions: (1.) A deponent verb followed by a predicate nominative. (2.) A substantive clause, forming the object of a sentence. (3.) A participial noun in the objective case governing an objective case. (4.) A complex adjective element. (5.) A component sentence.

We give one question from History of the United States, which we commend to the Board of Education as a model of grammatical elegance, and the correct use of the English language:

3. When was the battle of Chapultepec? Who commanded on both sides, and to what did it lead?

And one more, as an illustration of a definite question requiring a brief and concise answer:

6. Give an account of the war with Algiers. Give an account of Andrew Jackson.

And one more, as an example of "an important general question:"

Give an account of the battle of Tippecanoe.

It makes us think of the couplet—

Tippecanoe,
And Tyler too,

and "hard cider," and "log cabins," and "coon skins," and the old Whig party; but when we want to know the exact day and hour the battle was fought, we take down "Appleton's" and hunt it up.

The questions on Physiology were all fair, though rather too general, and requiring very long answers to be written out in an hour. May good digestion wait on the appetite of the author, and health on both, for so reasonable a set.

We give in full the questions on Methods of Teaching, which are very good, only to ask if it is just that a teacher who should answer them fairly and correctly should receive no more credits than another who happens to write a more elegant hand? Which is the better test of "ability to teach?" which better worth the hundred credits?

1. Explain the difference between the synthetical and analytical methods of teaching. To which should prominence be given in the instruction of primary classes?

2. Specify some of the best methods of cultivating the expressive faculty.

3. What particular school exercises or branches of study are the best for cultivating and developing the reasoning powers of children?

4. How would you commence to teach the science of grammar to "beginners?"

5. To what extent should the memory be exercised in elementary schools?

6. What is the difference between instruction and training, and which holds the higher rank in the education of children?

7. How would you train the moral faculties of children?

8. What is meant by a well-disciplined school?

9. What special exercises would you include under the head of "general exercises," in a grammar or primary school?

10. What is meant by "object-teaching?" State briefly how you would conduct an exercise of this kind?

In Spelling, sixty words were given on a printed page, all of them spelled correctly. Some teachers, finding them all correct, did not copy them from the printed page at all, and so lost all their sixty credits. Surely a little explanation might have been given, inasmuch as the fact that they were so printed was the result of an accident. The following words to be defined are all fair:

Evasion, fallacy, tangible, matricide, dogmatic, rhapsody, adequate, obeisance, plethoric, expletive, deprecate, expedite, mysticism, confiscate, polyglot, postulate, abstemious, probity, credential, puerile.

The questions on Natural Philosophy are all general and important, and model ones in their way, though quite difficult enough for a general examination.

The questions in Arithmetic run principally to "per cent." and interest, as if prepared by a broker, and, while not very difficult, they are by no means any test of ability to teach that branch of mathematics. The question in "alligation," for instance—we could have solved it in a twinkling when a school-boy, but not having kept a grocery store, and not having had occasion to teach "alligation medial" and "alligation alternate," we should want an hour or two to study out the analysis, and even then might fail, and should n't feel our shirt-collars wilt if we did. Compare this set of "sums" with the discriminating questions put to the Canada Model School, which we shall give next month, and mark the contrast.

[Time—two and one-half hours.]

1. Divide 1 by ten-thousandth. Divide 36·2678 by 225.

2. Two persons invested in stocks $4,500 each; one lost $562.50, and the other lost $405; what per cent. more on the amount invested did one lose than the other?

3. Which is the more advantageous, to buy sugar at 7½ cents per pound on four months, or at 8 cents a pound on 6 months at 6 per cent. interest? Prove the answer. Define bank discount and true discount.

4. What is the present value and true discount of $3,000, payable in one year two months and twenty days, at 7 per cent?

5. If paper that cost $2 per ream is sold for 18 cents per quire, what is gained per cent.?

6. What proportions of starch, worth 11 and 15 cents a pound, must be mixed with 16 pounds at 10 cents per pound, to make the mixture worth 13 cents per pound?

7. I wish to buy a square farm which contains 318 1-40 acres; what is the length of its side?

8. A note for $500, dated November 6th, 1856, payable in three months, was given by E to F. On December 3d, E paid $350; when ought the remainder to be paid to balance the account?

9. Reduce 4 1-5, 9-10, 7 1-4, to common demominator.

10. Find the greatest common divisor of 3328 and 4592. Least common multiple of 7, 15, 21, 28, 35, 100, 125.

The questions in algebra cap the climax of outrageous imposition. We shall quote them in full to illustrate light literature. It will be borne in mind that the teachers who apply for certificates under this examination are not expected to teach algebra at all; that a majority of those under examination had not used an algebra since they left school and college; that very few of them had "crammed" for examination, and that the time allowed for these pretty, delightful, exhaustive, algebraical catch questions, was only two and one-half hours. Here they are:

[Time—two and one-half hours.]

1. Define algebra, quantity, exponent, coefficient. Give the rule for the signs in subtraction and multiplication, and demonstrate the principle involved in each.

2. Define quantity or surds; give an example.

Reduce $\frac{9x^5 + 2x^3 + 4x^2 - x + 1}{15x^4 - 2x^3 + 10x - x^2 + 2}$ to its lowest terms.

3. Find the product of $p\,(a+x)^{\frac{m}{n}}$ and $q\,(a+x)^{\frac{n}{m}}$.

Divide $32^{2\cdot5}\cdot x^{1\cdot2}$ by $13^{3\cdot4}\cdot x^{1\cdot3}$.

Divide $x - 2a^{1\cdot2}\,x^{1\cdot2} + a$ by $x^{1\cdot2} - a^{1\cdot2}$.

4. Extract the square root of $x^4 - 2x + \frac{1}{x^2} + 2x^{\frac{3}{2}} - x^{\frac{2}{3}} + \frac{1}{x}$.

What is an equation? State the axioms employed in the solution of equations.

Solve the equation $\frac{\sqrt{x+c}+\sqrt{b}}{\sqrt{x+c}-\sqrt{b}} = \frac{\sqrt{x}+\sqrt{a}}{\sqrt{x}-\sqrt{a}}$.

5. Given $\frac{(ax^n+b)^{1\cdot2}+(ax^n-b)^{1\cdot2}}{(ax^n+b)^{1\cdot2}-(ax^n-b)^{1\cdot2}} = \frac{c}{d}$ to find the value of x.

Given $x^2 + xy = a$

$y^2 + xy = b$, to find the values of x and y.

6. Given $\frac{x}{y}(1 + y) = a$

$\frac{y}{x}(1 - y) =$, to find the values of x and y.

Given (p) the (n)th term of an arithmetical series, and also (s) the sum of (n) terms; to find the first term and common difference.

7. Define permutations in algebra. Required the number of permutations that can be formed of the letters in the word *bacchanalia*. A person being asked what o'clock it was, replied, that the time then passed from noon was 29-42 of the time remaining until midnight; required the hour of the day.

8. Find the sum of the series, $1, \frac{1}{x^2}, \frac{1}{x^4}, \frac{1}{x^6} \ldots$ to infinity.

If a body moves 10 feet the first second, five feet the next second, $2\frac{1}{2}$ the next, and so on continually, how many feet would it move over?

9. Required the 5th power of $\sqrt[4]{x - y}$.

10. Given $x^2 + 6\sqrt{x^2 - 2x + 5} = 11 + 2x$, to find the values of x.

Given $4x^4 - 4x^3 - 27x^2 + 14x = 392$, to find the values of x.

Now, who but a boy fresh from high school, or a professed teacher of mathematics, familiar with operations and expert by practice, could run through with such a set? We should be suspicious of any ordinary teacher who should come up to one hundred; for as Alderney cows run all to milk, we should feel sure he run all to mathematics, and, of course, would be good for little else.

We confess that we cannot see the propriety of examining teachers in geometry who are never expected to teach that study. However thorough they may have been in that study at school or college, after ten years' absence, they can only pass examination by hard "cramming" for the occasion. How many college-educated professional men, five or ten years out, can demonstrate even the simple propositions required in the questions below? We think it is a test which men of good common sense would not impose. If a man is to be examined as a teacher of mathematics, then submit him to a full and rigid examination. There would be just as much propriety in requiring every grammar master to be examined in Greek and French, as in geometry. Here are the questions:

[Time—two hours.]

1. Draw a *trapezium, trapezoid,* and *scalene triangle,* and give the distinguishing characteristics of each.

2. Define: *circular sector;* circular segment; *spherical sector; spherical segment,* and *supplement* and *complement* of an angle.

3. In every triangle the sum of the interior angles is equal to two right angles. Demonstrate.

4. Any inscribed angle is measured by half the arc included between its sides. Demonstrate.

5. Find the center of a given circle. What factors express the surface of a sphere?

6. If a triangle and parallelogram have equal bases and equal altitudes, the triangle will be equivalent to half the parallelogram. Demonstrate.

7. In any obtuse angled triangle the square of the sides opposite the obtuse angle is equivalent to what, in terms of the other side? Demonstrate.

8. When are two figures said to be similar? If two chords intersect each other in a circle, the segments are reciprocally proportional. Demonstrate.

9. From a point within a circle draw a tangent to it.

10. What is the area of a trapezoid in terms of its bases and altitude? Demonstrate.

Instead of propositions in geometry, or puzzles in algebra, why not put a few questions about school management and school discipline, of which the examination is silent? Why not ask something about the seating and care of school-rooms, plans for securing seats, and preserving furniture and desks; about keeping school-records, and preventing tardiness and absence; about school organization and classification; about order of daily exercises, opening and closing of school; about methods of conducting recitations, and the use and abuse of text-books? Why not ask about the manner of conducting reviews and examinations? Why not draw out some ideas about incentives to study, such as prizes, class records, and reports, emulation, fear of punishment, ridicule, and the higher and the lower motives to be appealed to. Is school government of no consequence, that nothing should be asked about rewards or punishments, or rules and regulations? In all candor we ask, would not a set of questions like the following, which we extract from a set prepared by Supt. White, of Ohio, be a better test of ability to teach a common school than those on either algebra or geometry? We submit them for the consideration not only of city examiners, but also for State and County Boards:

PUNISHMENTS.

What are the objects of punishment? In humane governments, the abuse of a privilege is followed by its forfeiture. How far can this same principle be carried out in school government? Why is such a natural punishment usually more efficacious than an arbitrary punishment? What would be a natural punishment for tardiness? For injuring school property? For profane or vulgar language upon the play-grounds? For whispering with a seatmate? What is your opinion of the propriety of depriving idle or disorderly pupils of their recesses? Why is it not proper for a teacher to resort to such punishments as are designed to *degrade* a

pupil? What is your opinion of "dunce caps" and "dunce stools"? What is your opinion of the propriety of inflicting personal indignities upon a pupil by pulling his ears or hair, boxing his ears or snapping his forehead, etc.? Why should the head be exempted from penal violence? What is your opinion of a teacher who applies such epithets as "numskull" "dunce" "blockhead," etc., to his pupils? Why should teachers never make a remark reflecting upon the parents of a pupil? Under what circumstances do you think it right to inflict corporal punishment? Should such punishment be inflicted privately or before the school? Why? Why, as a general rule, is it better to administer severe reproof privately than publicly? Why should whips not be kept in sight in the school-room? In what temper and spirit should the teacher inflict punishment?

MORAL TRAINING.

What relation does proper moral instruction or training sustain to school government? How far is the teacher responsible for the moral training of his pupils? What are some of the qualifications essential for success in moral training? What importance do you attach to the purity and integrity of the teacher's own life and conduct?

What is the best method of imparting moral instruction in our schools? How may lessons, illustrating and enforcing the duty of obedience, truthfulness, honesty, self-denial, etc., best be given? How often should such lessons occur? What use should be made of the Bible in our schools?

Why should the teacher, in his entire treatment of his pupils, be rigidly honest? What is your opinion of the honesty of the practice of calling only upon the best pupils in public examinations, or of so assorting the questions that no failures may occur? How in your opinion, may a public examination be honestly conducted? To what extent do you think a teacher should expose publicly, pupils detected in falsehood? What course do you take to cultivate truthfulness in your pupils?

CITIZENSHIP.

What is your opinion of the importance of instructing our youth in their duties and obligations as citizens? How can such instruction best be imparted? How may a deeper reverence for law and rightful authority be cultivated? Why should the sanctity of an oath be impressed upon all? How may the pupils in our common schools best be instructed in American History?

PRIMARY INSTRUCTION.

What mental faculties are first developed? What is the natural order in which the other faculties are developed? In what respects should primary methods of instruction differ from adult methods? Why should primary instruction deal largely with concrete knowledge? Why should we teach little children ideas before the words that represent them? Processes before rules?

What do you understand by "object-lessons"? How may a child be taught on the principles of object-teaching to count and to add numbers? Why should the child's first lessons in geography be given orally rather than from books? Should these lessons relate to the world as a whole, or to facts within the child's observation?

What book lessons should as a general rule, be assigned to children under eight years of age? Why should oral instruction be made prominent in teaching young pupils? What lessons should be given orally? What slate exercises should be daily provided for? Why should drawing receive daily attention?

THE GULF STREAM OF THE PACIFIC OCEAN.

It was Lieutenant Bent, of the United States Navy, an officer of much scientific merit, and who was attached to the expedition to Japan under Commodore Matthew C. Perry, who discovered a river in the ocean—the Pacific—flowing northward and eastward, along the coast of Asia, corresponding in every essential point with the Gulf Stream of the Atlantic, and impinging on the north-west coast of America—imparting its southern influence to the coast of Oregon and California, to that degree, that the winters are so mild in latitude forty-eight degrees north, that snow rarely falls there, and the inhabitants are never able to fill their ice-houses for summer; and, *per contra*, the vessels trading to Petropaulovski, on the coast of Kamschatka, when becoming unwieldy from the accumulation of ice on their hulls and rigging, run over to a higher latitude on the American Coast, and thaw out, in the same manner that sailing vessels, frozen on the Atlantic coast of America, retreat to the Gulf Stream, until favored by an easterly wind. The fountain of the great Pacific "River in the Ocean" from which this stream springs, is the great Equatorial Current of the Pacific, which, in magnitude, is in proportion to the vast extent of that ocean, when compared with the Atlantic. It extends from the Tropic of Cancer, on the north, to Capricorn, on the south, and has a width of near 8,000 miles; and, with a velocity of from twenty to sixty miles per day, it sweeps to the westward in uninterrupted grandeur, around three-eighths of the circumference of the globe—until diverted by the Continent of Asia, and split into innumerable streams by the Polynesian Islands.—*Selected.*

Ancient Paper.—Examining a mass of rolls at the Record Office, dated 1388, Mr. Toulmin Smith has made a discovery that linen paper was thus early used in England. The quality is peculiar, and is apparently an imitation of the texture of vellum. It is as durable as vellum, and after five hundred years of very bad treatment it has proved itself to be equally valuable for the preservation of public records. This discovery raises the question as to the date of the first paper manufactured in England.

Department of Public Instruction.

STATE SCHOOL FUND.—Statement showing the amount received from each source of revenue, into the State School Fund, during the school year ending August 31st, 1865.

The securities belonging to the School Fund consist of seven per cent. Civil Bonds of this State, to the amount of six hundred and six thousand dollars; also seven per cent. Bonds, issued by this State for the relief of the enlisted men, California Volunteers, to the amount of forty-five thousand dollars; also, the sum of thirty-one thousand dollars, derived from the sale of School Land Warrants, which will be converted into State Bonds as State indebtedness is redeemed.

Interest on unfunded scrip	$14,583 33
Amount derived from interest on unpaid School Land Warrants	35,079 00
Interest accruing from bonds held by State Treasurer	32,795 00
Amount derived from State Poll Taxes	32,619 32
Amount of Half-Mill State Tax	54,482 39
Grand Total	169,559 04
Total amount apportioned	168,828 71
Balance in State Treasury unappropriated	$730 33

DISTRICT TAXES.—We commend the following legal document to the attention of certain gentlemen who don't like to pay properly levied taxes for public schools:

THE PEOPLE OF THE STATE OF CALIFORNIA, Plaintiffs,
vs.
THE SAN FRANCISCO AND SAN JOSE RAILROAD COMPANY, Defendants.

The People of the State of California complain of the corporation known as the San Francisco and San José Railroad Company, and for cause of action say, that on the twentieth day of May, 1864, under and by virtue of the provisions of Section 37 of an act of the Legislature of this State, entitled, "An Act to provide for the Maintenance and Supervision of Common Schools," approved April 6th, 1863, the trustees of School District No. 4, caused to be duly published and posted in

conformity with law, a notice to the electors of said district; and on the eleventh day of June, 1864, an election was duly held; and at which election, the question was submitted, "whether you will authorize a special tax for the purpose of finishing the school-house, and maintaining the schools for an additional term of five months," the majority of the votes were in favor of the taxes proposed; and also at said election an Assessor and Collector was duly chosen. That afterwards between the eleventh day of June and the eleventh day of August, 1864, the Assessor did duly assess all the property in said district, and afterwards the assessment roll was duly submitted to the trustees sitting as a Board of Equalization. That after such assessment and equalization the rate of taxation was determined and fixed by said board. And that the said railroad company were then and there owners of certain property upon which a tax was levied, but not paid; consequently it was returned as delinquent by the Collector. Wherefore plaintiff prays judgment against the said company, etc.

The defendant first demurred to the complaint, saying, "that the complaint does not state facts sufficient to constitute a cause of action, in this—"there is no law authorizing the levy and collections of any such tax as that, for the recovery of which this action is brought.'" * * The demurrer was overruled by the Court. * * The demurrer being overruled and the defendants in open Court declining to answer, judgment was accordingly entered. * * From which judgment duly made and entered, the defendant appealed to the Supreme Court.

The appellant maintained that the act to provide for the maintenance of Common Schools, etc., was by inplication of law repealed by subsequent acts, entitled "An Act to provide for the continuance and election of Supervisors in and for the County of San Mateo, and to define and limit the powers of said board in certain cases," and also an act, entitled "An Act to define and limit the Compensation of Officers, and reduce Public Expenses in said County."

The Supreme Court affirmed the decision of the District Court, saying "this is a special local tax levied not upon the county at large, but it is confined to the school district, and depends upon the volition of a majority of the residents of the school district, whether it shall be levied or not. When levied and collected it does not go into the County School Fund, but belongs to the school district which raised it," therefore any laws made for the county at large are not in conflict with "Section 37 of the school law," etc.

STATE TEACHERS' INSTITUTE.—A State Teachers' Institute will be held in the City of San Francisco, commencing on Tuesday, September 19th, and closing on Saturday, September 23d, the sessions to be held in the large hall of the Lincoln School Building.

County Superintendents and teachers, whether engaged in public or private institutions of learning, are invited to attend and take part in the proceedings.

The exercises of the Institute will consist of lectures by professional teachers from various parts of the State, discussions on important topics relating to our School System, and an examination, by the State Board, of all who desire to secure State Certificates.

It is hoped that all School Trustees who employ teachers of sufficient intelligence to desire to attend the Institute, will be liberal enough to give them one week's vacation and allow their wages to continue. The money so paid will prove a good investment.

County Superintendents are requested to secure the publication of some notice of the time and place of the Institute, in the county papers of their several counties. As this Institute will be held without expense to the State, the editors of the papers friendly to education, will undoubtedly publish without charge, any notice prepared by County Superintendents.

The California Steam Navigation Company, Chas. Minturn, agent, the Petaluma steamer, the Central Pacific, the Sacramento Valley, and the San Francisco and San José Railroad companies will grant free passes to all professional teachers, and to County Superintendents, on the following conditions; In traveling *to* San Francisco, they will pay the usual rates of fare; a certificate from the President of the Institute of attendance during two days, will secure the holder a free pass back, and a return of the money advanced for tickets on the way to attend the Institute.

This arrangement is made to protect these companies from imposition, and to accommodate only such teachers as visit the city for the sole purpose of devoting their time to the Institute.

The various hotels will make liberal arrangements for the accommodation of teachers.

The examination for State Certificates will be conducted in writting, with printed questions, and while it will be full and thorough, will relate to general principles in all the studies rather than to technical details. Its object will be, not to test the power of memorizing facts and figures, or exceptions to general rules, but to ascertain habits of mind, power of original thought, and familiarity with methods of teaching.

For State Diplomas, and First and Second Grade Certificates, examination will be held in the following branches: Arithmetic, Algebra, Grammar, Geography, History of the United States, Theory and Practice of Teaching, General Questions, Physiology, Natural Philosophy, Penmanship, Orthography, Defining, Reading, and Elocution, Constitution and Government of the United States, and School Law of California. Extra Credits, not to exceed twenty-

five in each branch, will be allowed for ability to teach Vocal or Instrumental Music, Drawing, Calisthenics and Gymnastics, and for Experience in Teaching.

To Public School Trustees.—*Your report to the County Superintendent must be made on or before the fifth of September. If your School closes prior to that time send in your report without delay. If you cannot fill out all the statistics required, certify to the fact that your District has maintained a School three months: sign it and forward it. Last year, on account of the delay of Trustees, the reports of County Superintendents were behind time, deranging the whole business of the department. Send in your report before the fifth day of September next.*

State Normal School Report—From July 10th to August 10th:

Whole attendance during the month	82
Whole attendance of females	71
Whole attendance of males	11
Average number belonging during the month	79
Average daily attendance	77
Per centage of attendance	97½
Number admitted	41
Number left	1
Number in Senior Class	27
Number in Junior Class	23
Number in Sub-Junior Class	32
Whole number of counties represented	16

The pupils in attendance are from the following counties: Alameda, Amador, Butte, Calaveras, Colusa, Contra Costa, Monterey, Napa, Nevada, Sacramento, Sonoma, San Francisco, San Joaquin, Santa Clara, Siskiyou, Yuba.

The school has been removed to its new and commodious quarters in the Lincoln School House, near the corner of Fifth and Market streets. The Board of Education of the City of San Francisco allow the Principal of the State Normal School the use, at proper times, of the apparatus belonging to the City High School, and will soon arrange classes in the primary department in such a manner that the pupils of the Normal School may take charge of them, and acquire by practice that experience which will be so useful to them in the exercise of their vocation.

County Superintendents.—*The Attention of the County Superintendents is particularly called to the Circular of Instructions to them published in the August number of the Teacher. Any officers who fail to receive a copy will be furnished with one on application to the State Superintendent.*

Resident Editors' Department.

Barnard's American Journal of Education.—This journal is acknowledged to be the best educational journal, and the most comprehensive, published in the United States. It is to be regretted that so little interest is taken in its success, by the teachers and educational officers in this State. The subscription price is only four dollars a year in currency, and yet there are only twenty-five subscribers in this State. We desire to call the especial attention of teachers to the fact, that its publication beyond the present volume, on the original plan of an elaborate and comprehensive survey of the great subject to which it is exclusively devoted, in its history, systems, institutions, agencies, and methods, in different ages and conditions, with special reference to the wants of our own age and country, will depend on the success of Mr. Barnard, with the coöperation of his personal and educational friends, in disposing of full sets of back numbers, to pay off indebtednesses incurred in its publication. Six sets have been sold in this State, as follows: State Library, Mercantile Library, Sacramento County Teachers' Library, San Francisco Teachers' Library, Superintendent of Public Instruction, and Samuel I. C. Swezey. We are ready to furnish these sets of thirteen volumes each, in cloth, at Mr. Barnard's cost price, with freight and express charges added, which will bring the price to fifty-eight dollars in currency. Are there no Colleges in this State who can afford to add these books to their libraries? No College Schools which need it? No teachers able to buy it for their own private libraries? We pledged California for ten sets; five have been sold; who will take the others? We have on hand five copies out of the twenty-five we ordered at the beginning of the year, of the March number of 1865, and any person desiring to subscribe can forward the money to this office. To show the interest manifested in other States, we quote the following from Hon E. E. White, Superintendent of Public Instruction in Ohio:

> The publication of this great national work was undertaken by Dr. Barnard in 1855, after a consultation and with the approbation of several of the prominent educators, teachers, and scholars of the country, for the purpose not only of contributing to the current discussion of elementary and public schools, as ordinarily understood, but for the elaborate and exhaustive presentation of the whole subject of education—its history, biography, systems, institutions, principles, methods, instruments, and statistics, in different countries and ages, so as to embody the matured views and varied experience of wise statesmen, educators, and teachers, in perfecting the organization, administration, instruction, and discipline of schools of every grade, through a succession of years, under widely varying circumstances of government, society, and religion. In spite of great

pecuniary sacrifices and liabilities, and with but little coöperation from the practical teachers of the country, he has zealously prosecuted the original plan, and, as we learn from the contents of the March number before us, has entered upon the fifteenth volume. We learn that the completion of this great undertaking, which is nothing less than an encyclopedian view of the past, present, and prospective civilization of the human race, will depend upon the publisher's success in placing sets of the work in the libraries of the country, public and private—school, college, and social. If, through the assistance of the friends of the enterprise in the several States, from three to four hundred sets can be sold, Dr. Barnard will go on and complete the twenty volumes which the plan requires; without such substantial aid he must abandon the enterprise at the close of the current volume. For his own services, including a life-long collection and accumulation of materials, he neither asks for nor expects any reward. The completion of the work depends upon the one condition that the liabilities already incurred in carrying it forward to this point be met.

We appeal with confidence to the public-spirited educators of Ohio to take hold of this great enterprise and give it a strong Buckeye lift. We can easily, if we will, place at least one hundred sets of the work in our public and private libraries. The fifteen octavo volumes of nearly eight hundred pages each (equal in quantity of matter to nearly one hundred volumes like Page's Theory and Practice of Teaching), embrace more of the history, biography, systems, and institutions, as well as of the science and art of Education, than can be obtained in any other form accessible to the American student.

The *American Journal of Education* will be found on examination to embrace:

1. A Catalogue of the best publications on the organization, instruction, and discipline of schools, of every grade, and on the principles of education, in the English, French, and German languages.

2. A History of Education, ancient and modern.

3. An account of Elementary Instruction in Europe, based on the reports of Bache, Stowe, Mann, and others.

4. National Education in the United States; or contributions to the history and improvement of common or public schools, and other institutions, means, and agencies of popular education in the several States.

5. School Architecture; or the principles of construction, ventilation, warming, acoustics, seating, etc., applied to school rooms, lecture halls, and class rooms, with illustrations.

6. Normal Schools, and other institutions, means, and agencies, for the professional training and improvement of teachers.

7. System of Public Education for large cities and villages, with an account of the schools and other means of popular education and recreation in the principal cities of Europe and in this country.

8. System of popular education for sparsely populated districts with an account of the schools in Norway and the agricultural portions of other countries.

9. Schools of Agriculture, and other means of advancing agricultural improvements.

10. Schools for Science applied to the mechanic arts, civil engineering, etc.

11. Schools of Trade, Navigation, Commerce, etc.

12. Female Education, with an account of the best seminaries for females in this country and in Europe.

13. Institutions for Orphans.

14. Schools of Industry, or institutions for truant, idle or neglected children, before they have been convicted of crime.

15. Reform Schools, or institutions for young criminals.

16. Houses of refuge, for adult criminals.

17. Secondary Education, including 1, institutions preparatory to college, and 2, institutions preparatory to special schools of agriculture, engineering, trade, navigation, etc.

18. Colleges and Universities.

19. Schools of Theology, Law, and Medicine.

20. Military and Naval Schools.

21. Supplementary Education, including adult schools, evening schools, courses of popular lectures, debating classes, mechanic institutes, etc.

22. Libraries, with hints for the purchase, arrangement, cataloguing, drawing, and preservation of books, especially in libraries designed for popular use.

23. Institutions for the Deaf and Dumb, Blind and Idiots.

24. Societies for the encouragement of Science, the Arts and Education.

25. Public Museums and Galleries.

26. Public Gardens, and other sources of popular recreation.

27. Educational Tracts, or a series of short essays on topics of immediate practical importance to teachers and school officers.

28. Educational Biography, or the lives of distinguished educators and teachers.

29. Educational Benefactors, or an account of the founders and benefactors of educational and scientific institutions.

30. Self-Education; or hints for self information, with examples of the pursuit of knowledge under difficulties.'

31. Home Education; with illustrations drawn from the Family Training of different countries.

32. Educational Nomenclature and Index; or an explanation of words and terms used in describing the systems and institutions of education in different countries, with reference to the books, where the subjects are discussed and treated of.

The Series, when complete, will constitute an Encyclopedia of Education.

Education in Napa County.—In company with Superintendent Higbie, last month, we visited a number of the school districts of Napa County. In Suscol District we found a new school-house erected at a cost of $1,500, well furnished with Easton's desks, and quite a model in plan and finish. The house is charmingly situated in a beautiful grove of live oaks, and commands a delightful prospect of the surrounding country. The school numbers forty children and is taught by Miss A. M. McFadden, a graduate of the New York State Normal School. We have seldom visited a more quiet, orderly, studious, and well-managed school. Suscol District will need no argument in the future, in favor of employing competent female teachers in preference to males. The school-house in Napa City is not creditable to the town. The Primary Department presented a creditable appearance, the Grammar Department was not remarkable either for discipline, order, or industry. Chewing gum seems to be one of the principal pursuits. The school is supported partly by rate-bills. Mr. Huntley is teaching a very pleasant little school in Canaros District. A fine new house has been erected in St. Helena District, and in fact all over the county, new buildings have been going up. No small share of the credit for this awakened interest is due to Mr. Higbie, the County Superintendent. Although his salary has been only five hundred dollars a year, he has devoted his whole time to the duties of his office. He has lectured in nearly all the districts of the county, taking with him a magic lantern for the amusement and instruction of the children, and from the proceeds of a small admission fee, maps and charts have been purchased for several schools. He has conducted all examinations of teachers in writing and has set a high standard of scholarship, thereby protecting the schools against incompetent teachers. No County Superintendent in the

State has done his whole work more thoroughly than Mr. Higbie. For the sake of the schools, it is to be regretted that the valuable services of Mr. Higbie were not recognized by renominating him for the office which he has filled so well. The office of Superintendent like that of the teacher, ought to be removed from the bitterness of political cliques. Let fitness for the position be the test of all good citizens who have the welfare of the schools at heart.

San Francisco High Schools.—This city has now three High schools. The English High School is on Powell Street near Clay, numbering one hundred pupils, of which Mr. Bradley is Principal, Mr. Leonard, Teacher of Mathematics, Mrs. Atwood, Female Assistant, and Mr. Pioda, Teacher of Modern Languages. The Latin High School is in the Lincoln Building, numbering seventy pupils, of which Mr. Bunnell is Principal and Mr. Rowell, Assistant. The Girls' High School on Bush Street, corner of Stockton, numbers one hundred and twenty pupils, and is taught by Mr. Holmes, Principal, and Misses Austin and ———, Assistants. The High schools ought to have been so organized long ago. In looking over our scrap-book we find the following remarks in an Address to Teachers, by Mr. Swett, December, 1862:

WHAT SAN FRANCISCO IS DOING AND SHOULD DO.

San Francisco has done well, yet if we consider that she is the most prosperous city in the United States; one of the wealthiest in proportion to her population, and already a first-class commercial city, and then draw a comparison between her expenditures for schools and those of Boston, New York, Chicago, Oswego, and many other cities, we shall find that she might do twice as much for education, and still be a second-rate city.

Boston still leads all the large cities in her liberal provisions for public schools, and as the reports of that city are at hand, let us draw a comparison between the "Hub of the Universe," and its antipodes, the Queen City of the Pacific.

San Francisco, since 1852, has expended for the erection of school buildings $200,000. Boston, *last year*, expended for the same purpose $230,000. In the last twenty years, she has expended for school-houses alone $2,200,000. Such a building as the one in Hampton Place, where five hundred children are now packed in rooms ventilated only by broken windows, would not look well in the vicinity of Boston Common.

Since 1852 San Francisco has expended, for schools and school-houses, less than a million of dollars. Boston, in the last twenty years, has expended $9,294,000. She paid for her schools last year $628,549.

San Francisco had last year thirteen thousand children, between the ages of four and eighteen, six thousand of whom attend the public schools, three thousand the private, leaving four thousand not attending school anywhere. Boston has thirty-two thousand children, between the ages of three and fifteen, of whom twenty-seven thousand attend the public schools, four thousand the private, and the remainder the various evening schools; so that only six hundred are estimated to be out of school entirely. An efficient truant officer picks up all vagrants there; such an officer in this city could be kept busy gathering into school the hundreds of boys who are idling around the wharfs and streets, never at work and never at school.

This comparison is not made to disparage San Francisco, but simply to show that if she expends too much money on schools, that Boston is the most extravagant city on the face of the globe.

San Francisco could expend, economically, $125,000 next year for school-houses and school-furniture, and then comfortably provide for the children who would attend the public school.

The establishment of a Latin High School is imperatively demanded; then talent,

too poor to educate itself, could leave the public school fitted to enter the college. Massachusetts has one hundred and thirty-five High schools in which the Latin and Greek languages are taught. The Boston Latin School was established by a vote at the "town meeting," in 1635; and it has sent since that time nearly six hundred graduates to the various colleges, many of whom now rank among the first scholars of our country.

There are already many in this city who desire to avail themselves of such a course of study. The study of these parent tongues of the world is, and ever will be, the arena where the young mind is trained to struggle for mastery in utterance by speech or writing. Other languages are worthy to be studied, in virtue of their freshness, their elegance, or their copious resources of literature and science; but the model languages of antiquity are the gymnasiarchs where the student is to strip for the invigorating daily effort which, in successive years, is to constitute him in the arena of the intellectual world, an accomplished athlete, made strong by the perfection of his training.

A Girls' High School, with a course of study embracing less of mathematics, and more of literature, physiology, and hygiene, drawing, and music, than the present course for both sexes, ought to be established; then, with a well-taught Model School, the system would be complete.

The most prosperous city of the Union, young as she is, ought to have a system of schools second to no city in the world. She ought to have spacious and comfortable school-buildings, well-planned, and well-ventilated, and well furnished with apparatus and libraries. Money can command all these, and of wealth there is enough to spare.

Examiners Examined.—At a late meeting of the city board, Superintendent Pelton moved the reference of the form for city certificates to a committee, for grammatical tinkering. We give the form in order that our critical readers may have a chance at it.

The Board of Education of the City and County of San Francisco by their committee has examined ———— and found —— well qualified in respect to learning, moral character, ability, and fitness to teach, to perform the duties of ——— in the Public Schools of said city and county.

Therefore the Board of Education of the City and County of San Francisco, granted this Certificate of Approval, which shall continue in force for —— years, unless sooner revoked by said board.

State School Registers.—For the purpose of securing accurate statistical returns, and a business-like method of keeping school accounts, the State liberally provides each teacher with a good school register. We regret to say that while the State has done her duty well, a great majority of the teachers perform their work very carelessly. We have succeeded, after examining the registers of some fifty schools, in finding two kept as the law requires. The neglect is so outrageous that stringent legislation on the subject will be required next winter. In many of the registers we have examined, the teachers have never taken the trouble to carry out the monthly summaries, but have "*guessed*" the averages. In only one register in the State have we found the page ruled for the Teachers' Term, or Annual Report, filled out. In one we found the "Order of School Exercises" written out for the benefit of the teacher succeeding. The "Roll of Honor" is more honored in the breach than in the observance. The record of Capital Punishment is not often kept. The visitors' record is seldom visited, and the district record is blanker than the brains of some teachers who neglect all the details of their daily duty. It is the imperative duty of County Super-

intendents to insist upon it that the records shall be kept. School Trustees ought to dismiss any teacher who is too indolent or too careless to keep a daily register with neatness and accuracy.

Liberal.—The city Board of Education has subscribed for one hundred and fifty copies of the California Teacher to be supplied free to the female teachers of the Department. The twenty-five male teachers are all subscribers, making a total of one hundred and seventy-five subscribers, in San Francisco. We hereby return our thanks for this appreciation of the objects and aims of the only school journal on the Pacific Coast. The Board of Trustees of the State Normal School have subscribed for seventy-five copies for the use of the pupils of the Normal School. In our own opinion they could not put a better text book in the hands of embryo teachers.

Spencerian Penmanship Charts.—We have received from Ivison, Phinney, Blakeman, & Co., publishers, a set of Spencerian charts, comprising four large size numbers. The Spencerian system of penmanship has been adopted in the public schools, and is deservedly popular all over the State. It is recommended by the State Board of Education. These charts are indispensable in in every school where the teacher is not an accomplished penman, and highly desirable in every school. They can be had of Tyler Brothers, agents, at three dollars a set. We have also received specimens of Spencer's School Pen and Commercial Pen, with both of which we are much pleased. They seem better adapted to school use than either Gillotte's 303, or 404 pens. We commend them to teachers and trustees for trial.

American Educational Monthly.—We have on hand ten full sets of this best of monthly journals commencing January, 1865, and are ready to furnish susbcribers for the year, on the receipt of one dollar and fifty cents in currency, the New York subscription price.

New Publications.—The following new books have been received :

The Iliad of Homer. Rendered into English Blank Verse. By Edward Earl of Derby. In two volumes. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 430, 457.

We have at last a translation of the Iliad from which a mere English reader may gather something of the spirit which has made the poem so dear to every classic scholar. It has been a work fitly performed by a nobleman of old England. From the beginning to the end the interest does not flag. We remember reading Mr. Pope's so-called translation of Homer, many years ago, chiefly by the perseverance required upon our part to complete the fairly-begun volumes; but the Earl of Derby has succeeded in "rendering into English blank verse" so much of Homer and so well, that no public school teacher may hereafter have a valid excuse for ignorance in relation to the wonderful poem that has lived so long. The volumes are printed on excellent paper, and are handsomely bound. Every one connected with the publishing of this American edition has done his part well, except the proof-reader, whose labor has been most shabbily performed. We have never seen so beautiful a set of books as

much disfigured by blunders of the merest carelessness in this respect. If our readers do themselves justice, Messrs. Bancroft & Co. will have to send to New York for a fresh supply of the Earl of Derby's translation of the Iliad. Henceforth there will be no other called for.

The Life of Marcus Tullius Cicero. By William Forsyth. In two volumes. With Illustrations. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 364, 341.

In two very handsome volumes, well printed in every way, the publishers have given us the biography of Cicero which contains the most items of interest concerning the man. Middleton's Life of Cicero, which was regarded by the great Niebuhr as incomparable for excellence, and to which we have frequently referred while reading Forsyth, is more pleasantly written, and contains more full accounts of the Roman State at that period; but Mr. Forsyth regards his own work as more in accordance with the modern idea of biography, and Mr. Forsyth is right. To get an idea of the man Cicero—how he thought, reasoned, enjoyed, suffered—the present volumes are much better than Middleton's. We could wish the sentences possessed more life, for the style is like the flattest of plains; but Mr. Forsyth is an English lawyer, and we have to be thankful for his courage in writing a biography at all, and for his judicial impartiality in judging of Cicero's character, rather than to regret that his models in writing would seem to have been the "cases" which are noted in the volumes of English (or American) Law Reports.

The Graver Thoughts of a Country Parson. By the author of "The Recreations of a Country Parson." Second series. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 332.

The "Country Parson's" popularity as a sermon-writer, we presume, will be greatly assisted by the memory which readers have of his "Recreations." A sermon in type is generally heavy reading; but these eighteen discourses can be read without any very great mental effort; though they would hardly drive any hearer to sleep, if tolerably well delivered. They are the simple talks of a pastor with his people; corresponding rather to the weekly lecture of American divines, than to the more stately efforts of the Sabbath day. We have plenty of preachers in San Francisco whose regular sermons are fuller of thought than these which come from over the sea for our edification; still, it is pleasant enough to take the book in hand for Sunday reading, and if our serious-minded readers try it, they will have no cause to regret the time so occupied.

A Treatise on Astronomy. By Elias Loomis, L.L.D. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 338.

This is one of the ever-welcome books that are written, not for the purpose of filling up a gap in an incomplete series, but to accomplish a specific purpose. The author has not endeavored, as too many have done, to make his book subserve the two incompatible objects of elementary instruction and advanced teaching. He makes a bold and decided requisition for a certain amount of mathematical and philosophical knowledge; showing excellent judgment in not going beyond the elements of Trigonometry and Natural Philosophy;

and one of the results is a very moderate-sized book, from which everything unnecessarily elementary is excluded, and in which everything usually treated of in an advanced course on Astronomy is found handled in the manner which might be expected of this eminent teacher and author. The peculiar feature of the book, is the fact that it is written in short, readable articles, preceded by suitable captions. In consequence of this arrangement, the topics are dealt with more in detail than is possible in the cumbrous chapter method. The theory of the direct and retrograde motions of the planets is set forth in a particularly happy manner; and the problems for solution are abundant, and of a practical nature. M.

Household Poems. By Henry W. Longfellow. With Illustrations. Paper. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 96.

Home Ballads by our Home Poets. "Infinite riches in a little room." With Illustrations by F. O. C. Darley. Paper. New York: Bunce & Huntington. San Francisco: H. H. Bancroft & Co. pp. 96.

It is somewhat remarkable that two volumes so similar in purpose, should appear at the same time from houses in New York and Boston. Each is the first of a proposed series: Messrs. Ticknor & Fields call their's "Companion Poets for the People," and Messrs. Bunce & Huntington call their's "The Cottage Library." They are both beautiful little volumes; both deserve to be taken to the heart. For a nominal price, the gems of the greatest American poets can now be obtained in excellent form. The public ought to be grateful for the opportunity.

Spectacles for Young Eyes. Berlin. By Sarah W. Lander. Boston: Walker, Fuller & Co. San Francisco: A. Roman & Co. pp. 192.

This is the first volume that we have seen of the series, and the latest issued; though we see from the initial leaf, it is the sixth that has been written under the general title, the preceding ones being respectively on Boston, St. Petersburg, Pekin, Moscow, and Zurich. There seems to be a goodly amount of information for the young folks herein; and it is pleasantly given by the authoress. We are fully authorized to commend this one, upon Berlin, and are led by its perusal to look with interest for the six which are required to complete the series. We cannot resist the temptation to quote this little poem, which purports to be a translation from the German, page 130:

THE ALPHABET AS A PRAYER.

By alpine lake, 'neath shady rock,
The herds-boy knelt beside his flock,
And softly told, with pious air,
His A, B, C, as evening prayer.

Unseen, his pastor lingered near,
"My child, what means the sound I hear?"
"May *I* not in the worship share,
And raise to heaven my evening prayer?

Where'er the hills and valleys blend,
The sounds of praise and praise ascend."
"My child, a prayer? *that* ne'er can be;
You've only said your A, B, C."

"I have no better way to pray;
But all I *know* to God I say:
I tell the letters on my knees—
He makes the *words* Himself to please."

THE

CALIFORNIA TEACHER.

OCTOBER AND NOVEMBER, 1865.

Vol. III.] SAN FRANCISCO. [Nos. 4 and 5.

STATE TEACHERS' INSTITUTE.

FIRST DAY.

San Francisco, Sept. 19th, 1865.

The Teachers' State Institute met to-day, at 10, A.M., in the assembly room of the Lincoln School Building. There was a large representation of teachers present, including many persons interested in the cause of education, and a number of the pupils of the various schools in the city.

The Institute was called to order by the Hon. John Swett, *ex officio* President of the Institute and State Superintendent of Public Instruction.

Prayer was offered by Rev. S. D. Simonds, of San Francisco.

On motion of Mr. Pelton, T. W. J. Holbrook was chosen temporary Secretary.

The following Committee on Permanent Organization was appointed by the President:

Messrs. J. C. Pelton, of San Francisco; Ira G. Hoitt, Principal of Lincoln School; Sparrow Smith, County Superintendent, Sacramento; H. P. Carlton, of State Normal School; T. C. Leonard, of San Francisco High School.

During the absence of the Committee on organization, the State Superintendent announced that there would be a daily session of the

Institute, commencing at 9, A.M., and closing at half past 12, P.M. That an afternoon session of the State and City Boards of Examination, would be held each day for the purpose of granting State and City certificates. A letter was read from Messrs. Roman & Co., inviting the delegates to visit their store, and examine their stock of books, maps, etc. Mr. Pelton tendered a cordial invitation to the members of the Institute, to visit the rooms of the Board of Education, and use them for the purpose of reading and general conversation.

The following Teachers are Delegates to the State Teachers' Institute:

SAN FRANCISCO.

Mr. H. K. Mariner,	Miss Elizabeth T. Ashby,	Miss Hellen M. Clark,
Mr. J. B. Sanderson,	Mr. S. D. Simonds,	Miss Nettie M. Chadbourne,
Mr. John H. Sumner,	Mrs. E. Reynolds,	Miss Margaret Wade,
Mrs. Etta Ward,	Miss F. A. Walton,	Miss Jennie M. A. Henley,
Miss Cornelia E. Campbell,	Miss Carrie L. Hunt,	Mr. Henry B. Janes,
Miss Delight S. Baldridge,	Miss Mary A. Humphreys,	Miss F. E. Bennett,
Mrs. John Swett,	Miss Eve Solomon,	Mr. Phillip Prior,
Miss Mary E. Kennedy,	Miss L. A. Humphreys,	Mr. Thomas Beedle,
Miss Anna Goldstein,	Miss Philena Sawyer,	Mr. T. W. J. Holbrook,
Mrs. P. C. Cook,	Miss Julia Clayton,	Miss M. A. Casebolt,
Miss Jean Parker,	Miss Kate Clayton,	Mr. Francis J. Leonard,
Miss Kate Mallery,	Miss Mary F. Youngberg,	Mr. Eben Knowlton,
Miss Annie E. Slavan,	Miss Anna Gibbons,	Mrs. A. Griffith,
Miss Jennie Sheldon,	Miss Mary E. Noyes,	Miss L. B. Jewett,
Miss M. A. Salisbury,	Miss Emily F. Eaton,	Miss Mary J. Ritchie,
Mr. J. D. Littlefield,	Miss Alice Bonnell,	Miss Mary A. Buffum,
Mr. Ralph Keeler,	Miss Ellen Casebolt,	Mr. H. E. McBride,
Mrs. J. H. Nevins,	Miss Helen S. Arey,	Mr. Geo. S. Pershin,
Mr. Paul Pioda,	Miss Helen Satterlee,	Mr. Charles C. Church,
Miss Sadie Davis,	Capt. L. D. Allen,	Mr. Robert Desty,
Miss Annie M. Lane,	Miss Annie Van Reynegan,	Miss Elizabeth F. Gough,
Miss Ellen Holmes,	Mr. T. C. Leonard,	Mr. John Prince,
Mr. Mark T. Ashby,	Miss Sarah A. Barr,	Mr. A. B. Andrews,
Miss Lizzie T. White,	Miss Sarah S. Sherman,	Miss L. W. Derby,
Mrs. E. C. Bush,	Miss Felena T. Sherman,	Miss E. N. Campbell,
Miss S. G. Bunker,	Miss Hattie A. Lyons,	Mrs. L. Deetkin,
Miss E. M. Shaw,	Miss A. M. Dore,	Mrs. J. H. Sumner,
Miss Carrie L. Smith,	Miss Laura T. Fowler,	Miss Lida Arey,
Miss Mary A. Lloyd,	Dr. Henry Gibbons,	Mr. Jas. Denman,
Miss M. J. Norton,	Mr. T. S. Myrick,	Miss Abbie F. Aldrich,
Miss Clara A. Sherman,	Miss Mary J. Bragg,	Miss S. J. White,
Miss Annie A. Hill,	Miss Emily L. Hill,	Miss Kate A. Slavan,
Mr. Wm. J. Gorman,	Miss Katie M. Slavan,	Miss Richardson.

Alameda.—Miss Carry V. Smith, Alvarado; Mr. Azro L. Mann, Brooklyn; Mr. Wm. K. Rowell, Oakland; Mr. E. B. Higgins, Oakland.

Amador.—Miss Mary McConnell, Sutter Creek; Miss Mary H. Page, Jackson; Mr. Robert B. Warren, Jackson; Mr. V. C. Pease, Fiddletown; Mr. James T. Maffett, Drytown.

Butte.—H. N. Nutting, Bangor; Isaac Upham, Oroville.

Calaveras.—W. C. Mosher, Mokelumne Hill; J. A. McMahon, Calaveras; Mrs. Maria McGiloray, Campo Seco; Miss Louisa M. Stevenson, Mokelumne Hill; Dr. F. O. Barstow, San Andreas; Mr. E. P. Billings, West Point.

Colusa.—Mr. W. H. Hobbs, Colusa.

Contra Costa.—Miss Emily Abbott, Antioch; Mr. Alfred Thurlow, Pacheco; Mr. T. A. Talleyrand, Somerville; Mr. M. F. Ashbrook, Antioch; Mr. C. Morgan, Claytown; Mr. Robert McGee King, Alamo; Rev. H. A. Avery, Sup't, Pacheco; Mrs. J. Thornton Jones, San Pablo; Miss O. A. McLanathan, Antioch; Mr. J. Thornton Jones, San Pablo.

El Dorado.—Miss S. J. Porter, Miss Mary A. Goe, Mary Hart, Mr. M. Gillet, Miss Ann McGlashen, Mr. V. Rattan, Henry W. Fannin, Mr. S. A. Penwell, Mrs. L. Penwell, Mr. H. E. Makinney, Placerville; Miss L. White, Rose Springs; Mr. Leander Cummings, Coloma; Mrs. Charles M. Crisman, Mr. C. D. McNaughton, Latrobe; Miss S. Gilbert, Spanish Dry Diggings; Mr. George A. Hoyt, Diamond Springs; Mr. Robert Taylor, Jr., Kelsey; Mrs. H. Hoyt, Oak Hill.

Marin.—Miss Julia P. Brigham, San Rafael.

Napa.—Mr. Alfred Higby, County Sup't, Mrs. Harriet H. Clark, Miss N. J. Fiske, Miss L. M. Cheney, Miss Agnes McFadden, Mr. George C. Mack, Mr. Noah F. Flood, Mr. Bennett Yarnall, Napa City.

Nevada.—Mr. J. M. Days, Grass Valley; Mr. E. M. Preston, North San Juan; Mr. Scott.

Placer.—Mr. A. Goodrich, Auburn, Co. Sup't; Miss Nancy V. Amos, Mr. A. M. Peck, Dutch Flat; Mr. C. S. Swenson, Michigan Bluff; Mr. E. J. Shellhouse, Roseville; Mr. S. R. Case, Illinoistown.

Plumas.—Miss Mary H. Slavan, Quincy.

Sacramento.—Mr. A. H. McDonald, Mrs. Mary Kerr, Miss Fanny Long, Mr. A. W. Kerr, Mr. A. J. Cook, Miss Hattie Osborne, Mr. J. C. Ball, Miss E. F. Fitch, Mr. J. H. Shannon, Mrs. M. L. Templeton, Mr. Sparrow Smith, Miss Anna Smith, Mrs. M. S. Little, Mrs. Julia Folger, Mr. E. D. Billinghurst, Mr. R. D. H. Leckley, Mr. J. L. Fogg, Mr. E. G. Downer, Mr. Silas A. White, Mr. Rosseau, Miss Laura A. Templeton, Miss Mary J. Morgan, Miss Lizzie A. Morgan, Miss Mary J. Leddie, Sacramento City; Miss Sarah Weir, Freeport; Miss M. H. Baldwin, Salisbury Station; Mr. J. E. Benton, Mr. M. A. Low, Folsom; Miss Delia McConnell, Franklin; Mr. Samuel H. Jackman, Salisbury.

San Joaquin.—Mr. Melville Cottle, County Sup't, Mr. J. Barber, Mrs. F. A. Grove, Mrs. L. F. Holmes, Mrs. S. G. Chamberlain, Miss Fanny M. Moore, Miss M. Goodale, Miss H. E. DuPuy, Mr. Geo. H. Houghton, Miss Sarah Ayer Beal, Mr. E. B. Sberman, W. R. Ladbetter, R. P. Randall, Henry A. Nelson, Rev.

Thomas Kirkland, Stockton; Mr. I N. Burke, Linden; Mr. Wm. C. Curry, Locust Shade; Miss Sophrina Mills, J. Alex. Sollinger, Woodbridge.

San Mateo.—Mr. A. C. Edgerton, San Mateo; Miss Bertha Comstock, Mr. I. C. Glid!en, Redwood City.

Santa Clara.—Wesley Tonner, Co. Sup't, Mr. S. A. Putnam, Mr. C. Morton, Mr. F. Gates, Mr. J. J. Bowen, Mr. M. C. Hart, Miss Ella Cooke, Miss L. M. Youngberg, Miss Hellen B. Skinner, Mrs. E. J. Bassett, Miss R. M. Palmer, Mr. L. W. Reed, Mr. J. G. Swinnerton, Miss Annie Hall, Mr. S. Bush, Mr. T. W. Whitehurst, Mr. J. R. Brierly, Mr. J. F. Campbell, Miss Susie L. D. Carey, San José; Stephen McPherson, Almaden; Mr. Jno. Foshay, New Almaden; Mr. J. G. Kennedy, Mr. Arthur Rogers, Mr. C. C. Hayward, Lexington; Mr. J. H. Hill, Mayfield; Mr. Chas. Silent, Mr. L. E. Ware, Mrs. M. E. Stuart, Mr. Jno. Manger, Miss Flora A. Bennet, Santa Clara; Mr. Robert McPherson, New Almaden.

Solano.—Milton Wason, Silverville; Mr. R. Hunt, Rio Vista; Miss Anna Frisbie, Vallejo; Mr. William H. Fry, Mr. D. T. Truitt, Suisun; Mr. Augustus S. Hopkins, Binghamton; Mr. A. H. Vail, Vacaville; Miss Cynthia Frisbie, Vallejo; Mr. Luther Wells, Jr., Maine Prairie.

Sonoma.—F. E. Baker, Mr. John C. Shipley, Windsor; Mr. D. M. Hatch, Suisun City; Miss M. B. Sinclair, Petaluma.

Stanislaus.—Mr. L. W. Crawford, Suisun City; Mr. John B. Little, Knight's Ferry.

Sierra.—T. D. Winton, Downieville.

Shasta.—Miss Ellen Evans.

Santa Cruz.—Mrs. Sophie L. Wagor.

Sutter.—N. Furlong, County Sup't; Mr. Chas. Bradshaw, Mr. H. C. Jones, Mr. J. M. Gladden, Mr. J. W. Howlette, Mr. George Furlong, Mr. J. W. Woods, Sutter.

Tehama.—Mr. W. August Sanders, Miss Anna Ryan, Mr. George F. Morris, Miss Ida Tuttle, Mrs. M. M. Vincens, Red Bluff.

Tuolumne.—Mr. M. A. Ralph, Sonora.

Yolo.—Mr. James Voorhies, Mr. R. H. Plummer, Miss Cena Fike, Mr. R. Pollok Davidson, Woodland; Mr. Roswell H. Phelps, Putah Township.

State of Nevada.—Miss Frances A. Slavan, Austin; Mr. John Bagnall, Franktown.

Canada West.—Mrs. Dorcas Clark, Toronto.

Counties not represented.—Mariposa, Mendocino, Merced, Mono, Monterey, Fresno, Humboldt, Klamath, Lake, Lassen, Los Angeles, Siskiyou, Trinity, Tulare, San Bernardino, San Diego, Yuba, Santa Barbara, San Luis Obispo.

The opening address before the Institute was delivered by Rev. John E. Benton of Folsom. Subject, "The State and the School." He was followed by an able address on "School Law" by the State Superintendent.

The Committee on Organization reported the following permanent officers:

Secretary, T. W. J. Holbrook, San Francisco; Assistant Secretary, Phillip Prior.

Committee on Introduction.—Smith, of Sacramento; Swett, of San Francisco; Pelton, of San Francisco; S. A. Pennel, of El Dorado; Mann, of Alameda; Avery, of Contra Costa; Cool, of Santa Cruz.

On School Laws.—Rev. J. E. Benton, and acting County Superintendents and County Superintendents elect.

On Resolutions.—Messrs. Myriek, Smith, Preston, Pelton, Cottle, Rattan, Leonard, and Goodrich.

On Discussions.—Superintendents J. C. Pelton, of San Francisco; Wesley Tonner, of Santa Clara; S. A. Penwell, of El Dorado; Upham, of Butte; and Samuel H. Jackman, of El Dorado.

On School Libraries.—Messrs. Higby, Avery, King, and Goodrich.

On "The California Teacher."—Messrs. Hoitt, Smith, Higby, Carlton, Marks, Mrs. Griffith, and Miss Hattie Osborne.

On Teachers' Reunion.—Messrs. Hoitt, Swett, Pelton, Holbrook, Smith, Knowlton, Denman, McGlynn, Myriek, Drs. Grover and Ayer.

SECOND DAY.

Institute opened with prayer by Rev. M. Avery of Pacheco.

The following letter was read by the President:

MERCANTILE LIBRARY ASSOCIATION,
San Francisco, Sept. 20th, 1865.

Hon. JOHN SWETT,
President Teachers' Institute—

Dear Sir: The Board of Trustees of the Mercantile Library Association take pleasure in extending to the members of the Institute a cordial invitation to visit the Library at any time during their session.

Respectfully,
DAVID WILDER,
Recording Secretary.

Rev. Chas. Russel Clark of San Francisco was now introduced, and read a comprehensive and excellent paper on the Geography of California.

After which, Prof. Kellogg, of the College of California, delivered an eloquent address on General Education.

After a recess of fifteen minutes, Mr. Knowlton, Principal of Rincon Grammar School, San Francisco, lectured on "Muscular Christianity," illustrating the use of dumb-bells and Indian clubs.

Institute adjourned.

EVENING SESSION.

In the evening a lecture was delivered by the celebrated traveler J. Ross Browne, the proceeds of which are to be devoted to the support of the CALIFORNIA TEACHER. The attendance was large, and the lecture a very interesting one, consisting of a varied, comprehensive, and lively narrative of some of his principal adventures in different parts of the world. His manner was very pleasing, and his anecdotes and quaint phrases kept his hearers in an almost constant laughter. His allusions to his experience in Washoe were very happy indeed; and the recital of his interviews with Brigham Young and Heber C. Kimball, contained many valuable pieces of information respecting the condition, hopes, and real prospects of the Mormons in Utah. He said that, from these interviews, he came to the conclusion that the "Saints" are satisfied that they must give up their barbarous system of polygamy very soon, or leave the country; and he drew a vivid picture of the social misery which it has entailed upon that singular people, and which affects the females much more seriously than the males. The hour being late, he concluded by saying that he should reserve extended comments upon several topics of interest for some future occasion.

THIRD DAY.

Institute opened with prayer by the Rev. Mr. King of Contra Costa.

After the reading of the minutes, Prof. Elliot conducted a class exercise in singing.

H. P. Carlton, of the State Normal School, delivered a practical and very interesting lecture on Physiology, illustrated by the use of the manikin. The lecture was succeeded by an original poem, read by Mrs. McGilvray of Calaveras County. Subject—"The Teachers' Influence on the Human Race." The poem was received with hearty applause by the audience.

After a recess of fifteen minutes, Dr. Washington Ayer, Member of the Board of Education, San Francisco, read an eloquent and able address on the subject of "Force, as developed in the Physical and Mental Departments of Nature."

The Institute adjourned to meet again at two o'clock, P.M.

AFTERNOON SESSION.

Singing exercise conducted by Prof. Elliot.

A proposition to advocate the passage of a law, to appropriate ten per cent. of the State Fund of each School District, for the purchase of School Libraries—the State Board to submit a list of books, and the Trustees to make selections from said list—was discussed by the Institute.

Mr. White, of Sacramento County, spoke in favor of the proposition. He wished the appropriation might be larger than that announced in the proposed amendment to the school law. Libraries would be necessary to cultivate a proper taste for books among pupils.

Rev. Mr. King, of Contra Costa, said that the State schools are utterly destitute of public libraries for the use of the pupils, and he was decidedly in favor of the proposed appropriations. He thought, with the President, that teachers are indifferent about the matter or they would say more in favor of it.

Mr. Marks, of San Francisco, said the silence of teachers ought not to be taken as an indication of indifference on their part, but on the contrary, that they are so well satisfied that the amendment will be adopted, that they consider discussion of the subject useless. He then proceeded to mention the advantages likely to result to children by the introduction of popular books into the schools, and favored the proposed amendment to effect that purpose.

Mr. Knowlton said he was glad to see that many men of talent are lending their abilities to the work of writing a series of popular works suitable to the tastes and capacities of children. He said that most of the books heretofore used in public schools were of such a technical and dull character, that children do not become interested in them. He said that children will discover good books as soon as any one, and he was glad to see the evidences of improvement in the character of books provided for them. The time had passed when children were to be confined in their reading to the technical dry text-books of science, and written morality, and history, travels, and romance are to be substituted.

Mr. Rowell, of San Francisco, said he had found two persons only who are opposed to school libraries. He had tried the plan

in his own school, raised a fund and got some books, and he found that the result had been most satisfactory. He thought an objection would be raised against them, for the reason that the appropriation would deprive the schools of one month's tuition in ten.

Mr. Prior, of San Francisco, said that he was in favor of allowing the children to make up their own libraries. In that way he had tried it, and thought that the teachers should induce the children to contribute such books as they may choose, and are proper for them to have.

A gentleman, who is not a teacher, spoke against the plan of libraries for the public schools; thought that the general reading of books of romance, etc., by pupils, would destroy their inclination for study. He was the only one who opposed the plan for some kind of public school libraries, got up either by private donation or the appropriation of public money.

Mr. Mann, of Alameda County, said that he has found the use of libraries to be very beneficial, and that in his opinion, the question of making an appropriation of money from the Public School Fund is a matter of serious consideration. In the country it is difficult to find many libraries, even among families, and he had been many times compelled to carry his reading with him, or be limited to a last year's almanac or a copy of the "Pilgrim's Progress." He did not believe that pupils and parents outside of the cities would make up libraries, and that it could only be done by an appropriation from the public funds.

A gentleman from Downieville said, that he had proposed to get up a library, but thought it would not answer till a new schoolhouse should have been erected there. He should, however, endeavor to get up a library, and is in favor of the amendment to the law and for even a larger sum.

Mr. King again spoke and alluded to his own success in the matter of getting up a school library, and in which he obtained for the school over a thousand volumes, and found that his pupils were decidedly improved by it.

Mr. Lippitt, of Petaluma, said that he is in favor of attaching a library to every school when it is possible to be done, but thought the principal difficulty will be found in making the proper selection of books. He thought libraries could be easily formed by parents,

teachers, and pupils, in the cities, but that it could scarcely be done in the country. He had found that the use of libraries in other States where he has taught, was of the greatest benefit. In Ohio, a superintendent had been bought up by publishers in New York, and the result was, the schools were flooded with a whole lot of old and stale books, to the disgust of all people. He warmly seconded the views of Mr. Knowlton relative to the proper books for children; said that the usual custom is to place in their hands works proper for Doctors of Divinity and with a moral to which the story was appended so dry and unentertaining in detail that they usually got disgusted with moral and all.

The discussion of this subject was then suspended, and Dr. Gibbons read a volunteer criticism which created much merriment and which abounded with good practical hints and criticisms upon the employment of language and the general conduct of the Institute members.

Several songs were then sung, under the direction of Mr. Elliot; and the subject of State Life Diplomas for teachers, came up for discussion, and excited a vigorous and spirited debate, in which several persons who were not teachers participated. On the part of those who favored the granting of such diplomas, it was contended that they were necessary as spurs to the ambition of teachers, and that by them alone can the profession of teaching be raised to the dignity of other professions; those who opposed the plan insisted that it would encourage indolence and carelessness; would create a privileged class of teachers, and that it was, in short, nothing but a plan of convenience and safety for lazy men, mental quacks, etc. Messrs. Swett, Knowlton, King, and several others spoke in favor of granting such diplomas; Dr. Gibbons, Mr. White, and Mr. Prior against. The debate continued till the hour of five o'clock, when the Institute adjourned.

The evening lecture for the benefit of the California Teacher, was delivered by Geo. W. Minns, A.M., Principal of the State Normal School. Subject, "Air," illustrated by a variety of most interesting experiments.

FOURTH DAY.

After the minutes of previous meeting had been read and approved, Prof. Elliot conducted singing Exercises.

Mr. Marks, Principal of the Spring Valley Grammar School, San Francisco, then delivered an excellent address — Subject, "Comparison between the European and American Systems of Education."

Rev. Mr. Benton, of Folsom, made some remarks in reference to the necessity of having teachers thoroughly imbued not only with an earnest love for their profession, but with a religious zeal.

The President announced that as the remaining time of the Institute would be chiefly spent in the discussion of educational matters, resolutions, etc., he felt obliged to make the rule, that in debate, no one should speak more than twice on the same question, and that each speaker be limited to five-minute speeches.

Subsequently, he explained that it was for no wish to be dictatorial, but the amount of unfinished business on hand rendered such a rule necessary.

He was unanimously sustained by a special vote of the Institute.

Rev. Mr. Willey, Vice President of the College of California, now delivered an earnest lecture on Moral Culture.

After a recess of fifteen minutes, Prof. Elliot conducted a class exercise in music.

Mr. Ralph Keeler, of San Francisco, then gave a classical and eloquent address on the importance of modern languages in our common schools. The lecture was received with enthusiastic applause by the Institute, and on motion of Dr. Ayer, seconded by Mr. Benton, of Folsom, a vote of thanks was passed for the lecture, and Mr. Keeler was requested to furnish a copy for publication.

The speaker having stated that a class of little children in this city had been taught the modern languages in connection with their English education, it was, on motion of the Secretary, voted that Prof. Pioda, Teacher of Modern Languages in the San Francisco High School, be invited to exhibit the class during the afternoon session of the Institute.

Mr. Hoitt, Principal of Lincoln School, now conducted a class

exercise in calisthenics and free gymnastics, the pupils of his class giving a practical illustration of their daily school exercise in this important branch.

The Institute then adjourned.

AFTERNOON SESSION.

Institute called to order at two o'clock.

The first in order was the discussion of the report of the Committee on Course of Study for ungraded schools—the Committee having recommended the course adopted by Sacramento County. Sparrow Smith read the course to the Institute, explaining its advantages. He was warmly supported by Messrs. Cook, of Sacramento; Mann, of Alameda; Simonton, of Solano; Bedel, of Amador; Goodrich, of Placer; Rousseau, D'Arcey, and Dr. Ayer, of San Francisco; Houghton, of Stockton; Mrs. McGilvray, of Calaveras; Mr. Low, of Sacramento; and Mr. Case, of Placer. The argument in the negative was sustained by Mrs. Edgerton and others, after which the report was adopted by vote of the Institute.

Prof. Pioda now brought forward his infant class in modern languages. A young lad of ten years—a son of Supt. Pelton—read and readily translated French and German. Also a little boy read Hebrew, German, French, and English apparently with equal ease. Prof. Pioda stated, that he thought a little girl, a daughter of Mr. Pelton, spoke French with as much elegance as though she had lived ten years in Paris; and he mentioned it because it so fully illustrated the idea, that the modern languages should be taught in the primary schools in connection with their English training.

The young ladies of the State Normal School now favored the Institute with an exhibition in Calisthenics, under the direction of Mr. Knowlton—music on the piano by Miss Hidenfelt, a member of the school.

The President stated his pleasure in introducing Dr. Luckey, President of the College of Vacaville, who made some earnest and eloquent remarks on the subject of General Education.

A circular from Hon. Newton Bateman, State Superintendent of Illinois, in behalf of the National Lincoln Monument Fund, was now read by the President. The plan of raising dime subscriptions

from all the school children in the State, was heartily indorsed by the Institute.

Mr. Janes submitted the following resolution:

Resolved, That a full realization of the benefits of our Public Schools, demands the enactment of such laws as shall secure to every child of proper age, a common English education, both by providing schools for those who seek it, and by compelling those who avoid it voluntarily, or through the neglect or opposition of parents or guardians.

The resolution was briefly discussed, and referred to the State Board of Education.

Institute adjourned.

The Teachers' Reunion in the evening, complimentary to delegates from the interior, was largely attended, and apparently much enjoyed. Excellent music for the occasion was furnished by Willis' Brass Band of this city.

FIFTH AND LAST DAY.

The Institute was occupied most of the morning in the discussion of the Report of the Committee on School Law. The report was finally referred to the State Board of Education, together with a committee consisting of Messrs. Pelton and Denman, of San Francisco; Goodrich, of Placer; Smith and White, of Sacramento.

Mr. Pelton submitted the following, which was adopted:

Resolved, That the election of County Superintendents throughout the State, should be held at the time of the judicial elections for judicial official officers; and that the election laws should be at once so amended as to admit and provide for carrying out this policy.

Resolved, That we recommend the holding of an Annual State Teachers' Institute.

The following resolutions were submitted by Mr. Higby and adopted by the Institute:

Resolved, That the thanks of this Institute be returned to the California Steam Navigation Company, to the agent of the steamer Petaluma, the Central Pacific and Sacramento Valley Railroad companies, and the Santa Cruz Stage Line, for their courtesies in extending free passes to teachers over their respective lines of travel.

Resolved, That the thanks of the Institute be returned to the Board of Education of the City of San Francisco for the use of the Lincoln School Building.

Resolved, That the thanks of the Institute be returned to the proprietors of the International Hotel, the Russ House, What Cheer House, Occidental and Cosmopolitan Hotels, for courtesies extended to members of the Institute.

Resolved, That the thanks of the Institute be returned to the several lecturers before the Institute.

Resolved, That the thanks of the Institute be returned to the *American Flag* and the *Evening Bulletin*, for their full reports of Institute proceedings.

Resolved, That the thanks of the Institute be returned to the Secretary and Assistant Secretary of the Institute for the able manner in which they performed their duties.

A resolution advocating the introduction of the Bible as a text-book in the Public Schools, was laid upon the table.

Mr. Higby offered an amendment to the resolution, seconded by Mr. Pelton, but the hour having arrived for final adjournment, the Chair said he felt compelled to rule all discussion of the question out of order, and the Institute was declared adjourned, *sine die*.

T. W. J. HOLBROOK,
Secretary.

MODERN LANGUAGES IN PUBLIC SCHOOLS.*

BY RALPH KEELER, PH.D.

[The extreme favor with which Mr. Keeler's plan on the subject of "Modern Languages in Common Schools" was received at the Institute and by the native and foreign press of this city, has induced the publication of the entire lecture. If the plan meet with the approval which I think it deserves, this city will have the honor of inaugurating upon this continent, a measure which has been productive of the best of results in the gymnasia of Prussia and Russia, and which will, in the language of the lecturer, "tend to harmonize the nationalities among us."

It is a subject on which I have thought deeply for the last ten years. It is, therefore, with no little gratification that I am able to announce the plan of the lecture as no longer a theory. A school has been already established as nearly in accordance with Mr. Keeler's suggestions as the nature of the case will at present allow. This I believe to be a right step in the right direction; and in thus submitting the subject to the public, I would express the hope that it will receive the candid attention which it so justly deserves.

JOHN C. PELTON,
Supt. Public Schools, San Francisco.]

CORNELIUS O'DOWD, a facetious writer in *Blackwood's*, intimates that a linguist is generally a fool. Facts do not bear him out. If a man is a natural fool, education of any kind can do nothing but develop him into an artificial one; and especially is it the case with

* Read before the State Teachers' Institute, Sept. 29th, 1865.

the linguist. If he is a natural fool his knowledge of language brings his follies out, just as the choicest of mulled wine will drive out the measles.

Bunsen, Champollion, and Rawlinson were no fools. What a mighty wand of magic has language proved in the hands of these great masters! By it alone they have been enabled "to set the antique nations on their feet, and restore the lost threads of the genealogy of mankind. There is something sublime, and which opens up new spaces in man, in the constructive criticism, by which from slight linguistic fragments, the great Niebuhr was enabled to restore the life and history of the ancient populations of Italy. By philological science the European nations have all been traced back to Oriental fountains of wisdom and thought; Egypt has flashed up from the deeps of fifty centuries with her august civilization; and now, from the deciphering of the cuneiform inscriptions of Western Asia, are emerging those old Assyrian and Babylonion worlds, venerable with years, coeval with primeval man."

He who first called language "fossil poetry," must have been akin to the man who called "flowers the fugitive poetry of nature." From him has sprung all the fine writing that has since been done, making out words "the amber that enrapts and retains the wit and wisdom, the fancies and failings of humanity, incarnated forever." Thus language is something more—it is fossil history.

This subject has been frequently and beautifully treated; but the introduction here of a few familiar illustrations may be pardoned.

Was he not a poet who first spoke of *refraining?* (from *froenum*, a bridle). The passions—as he spoke of *reining them in*—must have imaged themselves to him as Apollo's steeds careering before the chariot of the Sun!

What a grand old dreamer he was, who named the daisy the "day's eye"—the eye of the day! He must have found his nomenclature while reclining on a bank where the flower grew, with his eyes half shut, looking into that dreamland beneath the eyelids. He must have held converse with the beings "whose dwelling is the light of setting suns."

Then the history in words: take for instance "pecuniary," from *pecus*, a herd; and no one will blame me for giving it in the wonderful language of Sartor Resartus: "A simple invention it was in the

old-world Grazier—sick of lugging his slow ox about the country till he got it bartered for corn or oil—to take a piece of leather, and thereon scratch or stamp the mere figure of an ox (or *pecus*); put it into his pocket, and call it *Pecunia*, Money. Yet hereby did Barter grow Sale; the leather money is now golden or paper, and all miracles have been out-miracled; for there are Rothschilds and English National debts, and whoso has sixpence is sovereign (to the length of sixpence) over all men; commands books to feed him, philosophers to teach him, kings to mount guard over him—to the length of sixpence."

The fact that *wife* and *weave* come from the same verb tells a plain story of the condition of women at the time when these words were first uttered. Women's legitimate sphere, in those days, was thought to be weaving and spinning. This, as a piece of history, is corroborated by the will of Alfred the Great, as quoted by Swinton, "My grandfather hath bequeathed his land to the *spear* side, and not the *spindle* side."

The Goths employed a still more fantastic distinction, for men they denoted by *hat*, and women by *hood*, or bonnet.

How much has modern civilization done to elevate women! How out of place would be these distinctions now, when women's legitimate sphere is as teacher and refiner of men and youth, and when their bonnets, under the pressure of their modern cares and fashions, are—*too small* for a distinction.

The word "salary" comes from *sal*, salt. It is said that the Roman soldiers received part of their pay in salt, and that *salarium* was an allowance of money paid in its stead. So that if the teacher *does* get a small salary for the horticulture of the "young idea," he cannot on that account be said "not to earn his salt."

The "surd," in algebra, comes, as the text book tells us, from *surdus*, deaf. How many of us have found it true to its first meaning—deaf to all attempts of our reason and manipulation!

It is a clear idea we get of a young man, who, we are told, is precocious, when we consider that he is *cooked before* his time; and a juster one still of "Prevaricator"—originally a straddler with distorted legs—when we consider that he is not only "on the fence" of truth, but astride it.

"Shoddy" is the patronymic of the man who invented the cloth

bearing that name. Thus, by a fortunate or unfortunate turn, Mr. Shoddy, the respectable manufacturer, has become fossilized, and will be digged up and turned over by the linguistic geologist of the future as a "parvenue" and an "upstart."

Thus much—although not bearing directly on the subject of this essay—has been deemed necessary to show that language is *not* the plaything of fools; but that it is, rather, as has been beautifully said, "a living organism, the grand spiritual fact of humanity;" for "in speech man incarnates himself. It paints humanity; its thoughts, struggles, longings; paints them on the canvas of breath, in the colors of life."

We now come at once to answer the question how we can best attain a knowledge of tongues. We do not indorse the celebrated apothegm of Goethe, that "He who is acquainted with no foreign language, knows *nothing* of his own." Yet it is true, that with a knowledge of the simple syntax of the English, we can know very little about general grammar; and no one will dispute that every language we acquire is a light upon our own.

You are aware that it has been the custom to commence with Latin and Greek, and after from six to nine years of drudgery, to send the young man out of college with, it is true, a great deal better idea of his vernacular, but generally with an exceeding cadaverous acquaintance with the classics. When he has thus merely skipped over the pavements, where Cicero and Tacitus, Demosthenes and Thucidides have wrought their imperishable mosaics, he is considered prepared to enter upon the *stadium* of the modern languages—at the time, too, when he is so old that his tongue will stagger and trip in the contest and he will retire a wounded gladiator and a slave, where he might have been an Imperial citizen.

Far be it for us to say aught against the classics or the study of them. They are the shrines of the genius of glorious ages. They are the pæans of themselves. They have sung and will continue to sing their own *Io triumphe* through the centuries.

What we would say, and what it shall be one of the objects of this essay to illustrate is, that we, of America, should reverse the order hitherto observed; should commence the study of the modern languages first; learning them with the rudiments of our vernacular; learning them, in fact, as we learn our vernacular: more

with our *ears* than our *eyes;* more with our *tongues* than our *pens.* We shall endeaver to show that the study of the classics can afterward be pursued *to advantage* by those who are desirous; while the great majority of American youth, who end their student-life in a common school, will have the modern languages opening up to them the great highways to a better understanding of the English; to a better business and social relation with the Old World; and to a better place in the hearts of the millions of foreigners who have made their homes among us in the New.

In speaking of the Modern Languages, we shall hereafter confine ourselves to the most important, viz.: French and German. To those who think that in California, Spanish is of more importance than French, we will remind them that Spanish, being also of Latin origin, we can apply to it almost the same argument as that which we shall apply to the language of the modern Gaul.

You need not be told how much of the English is derived from the classics; but it would be well to remind you that *nine-tenths* of this derivation comes to us *through* the French. Now a child of ten years can learn more French in one year than the collegian generally learns of Latin in his whole course; for it is a living language, and has, as it were, the tangibility of flesh and blood about it.

Thus the broad field of derivation is opened up to the student just the same. If his studies must end there, French is his substitute for Latin; and if he go on, the modern speech will reflect a light upon the ancient.

For instance, a boy has pronounced the French word for window, *fenêtre*, a hundred times. Need he look in his dictionary when he comes to the Latin word *fenestra?* No, the two languages form, together, his Jacob's ladder, and it does not make so much difference which end of the ladder is up or down, since he is sure that it leads to the heaven of a clearer understanding.

German, besides giving an example of the richness and completeness of the Greek, gives us an insight into the Saxon part of our own language; and the Greek or Latin will not do this.

The German is the only language into which the twenty-one metres of Horace have been translated. Into it, too, Homer has been

rendered in all his compound adjectives, and with the majestic sweep of his hexameters.

The fulness and independence of the German is further illustrated by the fact that a certain class of authors in Germany, called the Purists, once set themselves up to pronounce the exile of every word derived from a tongue foreign to their own. By the way, it may not be generally known that the Gebrueder Grim—so famous with children as the authors of Cinderilla and many other wonderful tales—the only persons who ever attempted an exhaustive dictionary of the German language, died just as they had reached the letter "J."

In a philological point of view, then, how important is the study of German! For the old feud of the Goth and Roman is still alive. They wage a friendly warfare in our daily speech. The fair-haired Goth speaks to us at our hearths. The imperial Roman commands us in our tribunals. The one whispers to us in love, for, with all his roughness, he is nearest to our hearts; the other conducts us to the scene of carnage, and inspires us with unnatural fortitude. The former builds our homes, and hovers about them. The latter erects our temples and invents the pomp of sacrifice.

Taken at the proper age, and with the facilities afforded by our cosmopolite population, the American has opportunities far in advance of the European. Yet, in every large city on the continent of Europe, the commonest shop-keeper will speak to you in two or three languages.

Why is it that so few Americans speak any other language than their own? The answer generally given to this question is, that we have *not enough* time or *too much* pride for such things, and that we can hire a foreigner to talk for us; as if the glorious privilege of being a native American entitles us to despise the language in which Fenelon and Voltaire wrote, and Béranger sung; and to heap ridicule upon that magnificent speech with which Luther conquered the world of intellect.

The real answer is found, however, in our Common Schools. Foreign languages are not taught there as they are in Europe. One of the pleasantest sights, in Southern Germany, is to see a school-room of little girls filling up the gaps in their hour of French conversation with the busy plying of the knitting needle; thus

acquiring at the same time, and in school, these useful domestic and foreign accomplishments.

It is an object of some wonder that the educated Russians speak French, English, and German, so well. One reason, undoubtedly is, that their own language embodies every possible modification of sounds, vowel, or consonant; but the great reason is that these languages are taught to the children of the upper classes, even in preference to the more dissonant vernacular.

What we would have is no servile imitation of the Germans or the Russians. In fact, we would be bold enough to depart from the example of our good friends in Boston. We might get up a plan of our own—a California plan—which they might imitate, or even condemn, at "the hub of the universe," without stopping our diurnal revolution here at the golden tire.

We might, to begin with, then, have three buildings set apart in this city; one for French, one for German, and the other for Spanish. To these, severally, let be sent all children desirous to learn *one* of these languages *at a time*. Let French, German, or Spanish, as the case may be, be *the* language of the school just as Latin used to be at the old Universities, and as it is still at some European Theological seminaries. Hundreds of our naturalized citizens would be glad of the chance of sending their children to be instructed in the language of the Fatherland. They know that a child born in America will learn English fast enough; and it is a source of real sorrow to every one of them that they cannot make their offspring take more interest in the language of their fathers.

Then what a benefit will these children of foreign parents be to those of native parentage! They will bring with them, into the particular school, an understanding and correct pronunciation of the language taught there.

With English entirely excluded, the progress made in such a place by young scholars would be marvelous. Nothing of truth is ventured in the assertion that, in a year, an American-born child could go on with the common school branches with text-books in the language of the school. This has been proven a hundred times by American and English children in the schools of Germany, and it is illustrated daily in the public schools of San Francisco. Children have come here unable to speak a word of English and, in

the course of a few months, have been able to keep up with a class of American children of the same age.

By adopting the plan proposed, the English will not be neglected, simply because one's mother tongue will not allow itself to be neglected. Geography, History, and the Mathematics are the same in every language. The faculties exercised in learning to read, write, and spell, are taught but once, though the future studies of the learner go through the whole *curriculum* of tongues. Reading, writing, spelling, are a sort of eye-culture. The child, in acquiring it first in a foreign language, needs not be told to apply it to his own.

Our syntax is so comparatively simple, that whoever learns that of any other of the modern languages cannot fail to learn English grammar, too. This will not seem so paradoxical to those who consider, that the greatest masters of the English wrote long before there was a grammar of it published. They learned their English syntax from the Latin Grammar.

That our plan is not Eutopian, is most strikingly shown by the instance of cases in this city where something similar has been put in practice. Our present City Superintendent, Mr. J. C. Pelton—at whose suggestion this essay has been prepared, and whose thunder has been appropriated without acknowledgment—has adopted as far as possible a like plan with his own children. Two other gentlemen of the city, one well-known as a lawyer, and the other high in military authority, have never permitted a child of theirs to spend a single day in an English school of any kind. Yet these children not only read, write, and speak German and French, but read, write, and speak English as well as any children of their age in the city.

Here then are practical illustrations of the truth of the theory, proving moreover, conclusively, that, by its adoption, we are in no danger of doing violence to our mother tongue.

Now the crowning advantage of our plan is, that it would benefit girls as well as boys. The latter could study Latin and go to college just the same, and a great deal better; and the former could do, what they rarely do now—learn to *speak* one or two modern languages.

But our plan has a broader base. It takes in the greatest good

to the greatest number. Every modern language that we learn lets us into the nature of the people who speak it, and tends to harmonize the nationalities among us. For instance, we have no exact word in English for the German *Ghastfreundschaft*, because we have no such thing in reality—no spontaneous opening of the heart in friendship for a person, just merely because he is a stranger. When you come to learn the language of some of these foreigners, whom we are too apt to despise, you will be surprised at the generous sunshine of their natures. You will wonder that you have unconsciously been so *near* an Arcadia, and bless the words of incantation that have opened the gates to you.

With over five millions of foreigners among us, it would be superfluous to dwell upon the benefits, which a knowledge of the modern languages showers upon the business man.

The American is no longer a citizen of Maine, or of California, or of the United States, but of the whole world. You will find him exploring arctic regions of eternal ice or pushing his thrift to the far-off islands of the sea. In fact the whole world is becoming a Cosmopolis. "Nation utters speech to Nation in words that pass from realm to realm with the speed of light. Distant countries have been made neighbors; the East and the West look in at each other's windows. The Atlantic ocean has become a narrow frith, and the Old World and the New shake hands across it."

In this brotherhood of nationalities, French is the language of commerce; German, of analysis; and the English, of liberty. The time is passed when any one speaking the English can be a slave. Our Anglo-Saxon speech is, in itself, the apostle of Freedom. But in this Anabasis and Katabasis of peoples, he who would preach, to the gentiles, the glory of the coming of our institutions, must have the apostolic gift of tongues.

Note.—The French and German Classes, which are now in successful operation on the foregoing plan, entail no additional expense on the city. Children are only taught once; and if their parents see fit to send them to the school established on Tehama Street, and not to other public schools, only the same number of teachers are employed, while room is thus opened at the public schools for pupils who have hitherto been unable to gain entrance. The establishment of the new school, therefore, is only making room for children who have a right to be educated by the city; while the benefits, which are, in the future, to accrue from the adoption of the plan, find a cheering prophecy in the success of the present.

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THE HEALTH OF TEACHERS.*

Probably all normal occupations are healthful unless they are conducted in a manner not justified by the laws of the body and of the brain; but if there is one single occupation the engagement in which should be peculiarly promotive of health, it is teaching; because this pursuit gives healthful mental excitement, constant intercourse with the young, who are almost always hopeful, mirth-provoking, and buoyant; because regularity, cleanliness, and good habits, are demanded; because the number of hours of labor is less than in almost any other pursuit, thus giving the teacher an opportunity to recreate, exercise, etc., etc. And yet teachers as a class are not healthy. Where they follow their profession faithfully and without intermission, they, with few exceptions, rarely hold out more than ten years. Often a single term is sufficient to destroy their health and usefulness. The country is full of *broken-down* teachers, most of whom are of that age when they should be in the prime of life. Their throats give out, they have dyspepsia, liver complaint, torpidity of the bowels, coldness of the hands and feet, muscular debility, consumption, and nervous disorders. What are the causes and what is the remedy, are the questions. Without going into details, I will enumerate a few of the most prominent causes of ill-health and an early failure of the bodily powers in this most useful and highly cultivated class of our population.

First among these causes is the too early entering upon a teacher's life, with the excessive mental strain necessary at that age to fit one for occupying the position. Haste always makes waste, unless it is haste to change bad habits for good ones. To consume, at a time when the body is perfecting its organism, the nervous energies upon the brain and nervous system, thus robbing the body, defeats a very important end, and one that has an important bearing upon physical integrity. And yet this is constantly done. Youth all over the country, sixteen, seventeen, and eighteen years of age, are found occupying the pedagogical chair when they ought to be growing; they are using on the brain and nerves too much of their life-power, and the result is premature exhaustion, a dwarfed body, broken down nerves, and ruined health. No young person who

* Dr. Holbrook, in *Herald of Health.*

values soundness in his own person half as much as he does in a horse, should enter arduously upon the duties of a professional teacher, until his body is thoroughly developed and in a robust state.

Another cause may be found in the ignorance which exists in relation to physiological law. Physiology in a general sense is one of the *exact* sciences. Physiology is to human health what mathematics is to computation. To violate the rules of mathematics in settling commercial and business transactions leads to the worst of results, financially; to violate the rules of physiology destroys health. Business men see this, and will not employ an accountant who does not understand arithmetic. Now, when we show the same wisdom in making laws of life and health as thoroughly taught as we do mathematics, we shall have few mistakes made in living, and little ill-health. No teacher should enter fully upon his profession who is not as thoroughly versed in physiology and the necessity of physical culture, air, exercise, sleep, proper clothing, mental hygiene, bathing, exercise, etc., etc., as he is with the rules of grammar or the multiplication table. Physical culture, its uses, laws, and the best means of obtaining it, should be as well mastered by the teacher as the alphabet, both for his own personal good and for the welfare of his pupils.

Lest I be less practical than I should, I will now enumerate some of the special causes of ill-health among teachers. And first comes the excessive nervous or mental strain which a teacher is obliged to maintain in governing his pupils, and in imparting instruction. To teach well requires that the brain be in a high state of activity, while the muscular and digestive system are not called into high action. The strain comes too much in one place. For a while the nerves grow stronger for this, but unless at the same time the muscular, digestive, and circulatory organs be kept healthy and strong, there is want of balance produced, and, sooner or later, the person breaks down. Very often this excessive strain is, with our present defective school system, unavoidable. Too many pupils may, and often do make it necessary either that the teacher should bear the burden or quit the business. Sometimes the teacher is not adapted to his school, nor capable of governing or of teaching it, and this occasions friction and the excessive labor which produces the ill

results. These things *seem* unavoidable, but in a very large proportion of cases the effects could be remedied by a wise system of physical culture. Every school-house in a city, every college, and young ladies' or boys' seminary or high school, is defective without its gymnasium, where physical training can be secured, for both teacher and pupil. These, however, are not yet available to a great extent, but gymnasiums are being established in most of our cities, to which they should resort. Two evenings each week devoted to wise physical culture, will do very much to keep teachers in health. Those who live in the country may for gymnastics substitute out-of-door sports, gardening, skating, horseback exercise, and botanical, geological, and other excursions. The true way to teach botany, geology, and geography, is to do it in considerable part out-of-doors. The same is true of surveying and kindred sciences. I rank wise physical culture as one of the most important means of keeping teachers from that host of nervous disorders to which they are subject.

Next comes air, or rather pure air. If we were always as particular not to breathe foul air as we are not to drink dirty water, we should have a different race of beings, physically, from what we now have. It is a physiological truth that the amount of nervous and muscular energy manifested by all living creatures, from the lowest polypi to the highest vertebrated animal, is about in proportion to the amount of air they breathe. We live in proportion to our breathing. Now, teachers proverbially violate the law of breathing, and suffer for it. Confined in a room with from thirty or forty to one hundred children, who consume the air rapidly and contaminate it with that deadly poison, carbonic acid, besides other deleterious gases, the air of a school-room, ventilated as a majority of them are, soon has a peculiar stench, most offensive to one who is in the open air much, but quite unobserved to the inmates. If there is *one* thing which teachers ought to do, it is to ventilate, most thoroughly, their school-rooms. It is also a well-understood fact that the clothing, if tight about the chest and waist, even if no tighter than a fashionable gentleman's vest, cuts short the amount of air inspired several per cent., and with it the amount of life and health. All ladies who teach school should take special pains to wear the clothing loose about the breathing apparatus, if they would

breathe well. The corset has shortened the life of many a school-teacher, and made what there was of life less effective.

In this connection I might also add a few hints about the health and vigor of the muscles of the chest, back, and abdomen. The occupation of teaching does not call these muscles into vigorous exercise daily, consequently they grow weak, flabby, and almost useless. A young man or young woman after following this profession a few years loses strength of sides, back, abdomen, and chest. Now, the health of an individual depends largely upon strength here. You can pretty clearly estimate a person's health by the vigor of the muscles of the chest and back. If teachers would put these muscles to the test daily, so as to retain them in vigor, they would find disease prevented and health restored in a multitude of instances. Perfect breathing depends largely upno the health of these muscles. A few exercises which have this end in view should be practiced daily. A few moments should also be given every morning to deep inspirations and expirations, so as thoroughly to expand the lungs and aerate the blood.

Perhaps I ought to say one word in regard to food. Teachers usually get enough of *what is called the best of food*, unless they board at city boarding-houses, when their case is generally a hard one. This "best of food" is, however, too often the very worst. I need not here go into a discussion of diet; suffice it to say, abundance *of plain substantial* food ought to be the rule, and all spiced, highly-seasoned, and in common parlance, "rich" articles, should be religiously avoided. The delicacies and luxuries which a perverted appetite seeks, in pies, cakes, and pastries, ought to be found in the best of fruits.

A teacher ought to sleep abundantly in order to give nature a chance to restore and build up what action has torn down in the wakeful hours. Most teachers would be benefited by eight hours' sleep every night.

The daily bath should not be forgotten. I know that there are a multitude of persons in this profession who think they cannot bathe without injury. Let all such study the philosophy of bathing, and with great care train themselves to it, when they will find it not only a luxury, but a health-preserving habit.

Cold hands and feet are very common with sedentary persons,

and with nearly all who use their nerves much and their bodies little. Cold feet show a want of equal circulation, and, when they become habitual, are a source of much discomfort and disease. Proper exercise, particularly dancing, and the stamping and other feet-exercise of the new gymnasties, are some of the best remedies.

There are few professions where good health is more important than to the teacher. They can govern their schools and impart instruction easily and thoroughly when well; but when ill, everything goes wrong. Many a pupil has had his ears boxed and his back striped because the teacher was out of sorts, and often the health and good nature of the teacher has caused him to pass over, as of little moment, even grave offenses. I am more and more convinced every year that teachers are poorly qualified to fill, properly, their vocation, unless they have sound constitutions, thorough physical culture, and physiological knowledge. These, added to the most thorough drill now given, in normal schools, seminaries, and colleges, would make them the most healthy class of our citizens, instead, as now is too often the case, nervous, dyspeptic, scrofulous, and consumptive, and broken down in the body, before they have come to maturity.—*Am. Ed. Monthly.*

[For the California Teacher.

A PRACTICAL EDUCATION.

BY PROF. KELLOGG, OF THE COLLEGE OF CALIFORNIA.

WHAT is a practical education? We hear it insisted on in all quarters. Fathers and mothers call for it, young people proclaim it as their guide, editors cry it up as the great desideratum. Teachers, certainly, ought to know well what it is. Let us think it over.

I am not about to oppose the claim for a practical education. On the contrary, I like it. If the claim is fairly understood by those who make it, then it is a most hopeful sign. But if it is made by those who know not what they ask for, it can only be a blind leading of the blind. If fathers and mothers, young men and maidens, editors and men in public station, are mistaken in the fundamental

notion of a practical education, then they are all calling for the wrong thing instead of the right thing. Their mistaken cry may prove to be one of the worst of signs.

What, then, is a practical education? The word *practical* comes from a Greek verb which means to *do*. It speaks of man as a *doer;* or, taking an equivalent word from the Latin, as an *actor*.

But an actor in what sphere? To carry out what purposes, to realize what ideas? Here is the question. Shall the sphere be narrow or wide? Shall the action be limited to the lower, or raised to the higher uses of life? Many persons advocate a "practical education," who plainly use the phrase in its narrow and lower meaning. They want an education which can be turned to account in worldly affairs. The father sends his son to school that he may be a competent business man, and attain a respectable social standing. He wishes to see a return in dollars and cents; a direct return in business skill, or an indirect return in the footing gained among men. The boy must learn reading, writing, and arithmetic; the "three R's" of olden time. Geography will help him in many ways. Perhaps he ought to study grammar, so as not to become a laughing-stock in the "respectable" circle where he is to move. A little history, and a smattering of science, will help him in the same way. Such things are "practical." But what good will it do him to study algebra and geometry, to go thoroughly into chemistry, or to pore over a musty Latin book? A modern language or two might possibly pay, in the line of business, in spite of the time needed to acquire them? but what possible use can there be in spending years over dead languages? His son shall never do a thing so foolish. Has he a fondness for music? Well, that will not pay, except as a profession; and musicians hardly ever get rich. There is his daughter—she can take lessons, if she likes, on the piano. It is rather expected of girls; and some of the best matches are made over the music-book. The girl shall have some other accomplishments, too. In this republican society, a handsome girl may rise to the top notch. It pays, for her, to be able to shine in the parlor. But don't let her be a blue-stocking. She need not waste whole years on such studies as they teach in college. They are not practical, for either boys or girls. This man wants, for his children, something that will be of use in life, something that will tell in this jostling, business world.

He is apt to be mistaken, on his own ground. He does not see how many acquisitions, which he reckons as useless, really prove a good business investment. Learning has manifold relations and values; and if one is intent only on getting rich, he may coin money from the whole stock of his intellectual treasures. A mercenary man can always turn knowledge into gain. Then, too, the hightened power of a disciplined mind has often an immense business value. Intelligence and culture give undoubted advantages for a successful career. We have seen many instances of this in California. There never was an age in which brain-power was worth so much to the owner.

But let these considerations pass. It will do little good to show that the "practical" man is mistaken on his own ground; for he will still be left on wrong ground. His estimate of the practical is miserably narrow, and totally false.

I affirm that no education is practical, in the best and truest sense, which does not recognize our nobler capacities and our higher enjoyments. Take one of these boys or girls in the public schools, and ask yourself, what is there here? You are obliged to answer, here is a being of a twofold nature, having a body and a soul. It has two separate spheres in which to move. There can be no question which of these two spheres is the higher. The soul is born master, born never to serve, but always to reign.

Now this boy or girl is to be prepared for both spheres of activity and enjoyment. This young actor is to play a part in the future: shall there be no preparation for the chief stage of action? Shall this doer learn how to do only the least important deeds? Such training can not be truly practical. An education which is practical in the best sense, *must* care for the higher interests and the nobler enjoyments. Any other is a sham, misleading our boy and girl, and showing a grand mistake on the part of the educators.

In this higher sphere, the moral nature is to be put before the intellectual. Right moral training is the most practical of all things for every boy and girl. I will not dwell on this point, as I understand it is to be treated by itself. It certainly deserves the most careful thought and painstaking.

But I have something to say about the claims of the mind. "A man's life consisteth not in the abundance of the things which he

possesseth." What are the most real things about us? Not houses and lands, gay clothing and sumptuous feasts; not anything which ministers to the senses. Ideas are more real than aught of what we touch or see. Material nature is subject to flux and change. Mountains wear away, whole seaboards rise and fall. The teeming products of the earth perish with the using. The cunning workmanship of men's hands must sooner or later decay. There is nothing stable but thought and the thinking mind. The thoughts of God have been from eternity; and these outward forms have only obeyed those thoughts. The great thoughts of men have lived, while their earthly natures have perished. As between our soul and our body, which is the more real? The body wastes away, and is constantly renewed; so that it is not the same. What makes *us* the same, from month to month, and year to year, but the living soul within us? This knows no waste, no decay. It has not to be repaired and renewed. It is indestructible, save by the fiat of its Maker; the soul is the only real thing about us. We can not see or touch it; but in it is centered and contained the grand personality of our being. No, the most real things are not the tangible and the material. The mind is more real than the body which is now its home. Ideas are more real than all earthly objects and enjoyments. Thought is more real than any *thing** in the whole realm of material nature.

The old Greeks have left us a most instructive word, which shows that they were not hoodwinked by the falsely practical men of their day. The man of loftiest thought and imagination, who could take this dull life and throw around it a glory of his own grand creations—this man they called the *maker*, the *poet*. They knew that there was something higher than the artisan's handiwork, higher even than the sculptor's realized ideal, viz.: the creations of Homer, and Pindar, and Æschylus. We have inherited the word poet from them; and it is a speaking witness against a false and degraded standard of the practical.

What rules the world in our own times? Is it the iron scepter or the ponderous cannon, or the pile of gold? Not so. The felt arm of power is unseen. Ideas rule the world. The intangible, immaterial idea of liberty has broken the strongest chains, and

* Thing—*think*, i. e. an object of thought.

shivered the stoutest scepters. For liberty, civil and religious, men have hurled themselves resistlessly on the armies of tyranny. It was an idea which gave New England its Puritan civilization. It was an idea which carried Washington and his copatriots through the discouraging contest with King George. It was ideas, —the ideas of loyalty to a good government, and of a grand, absorbing patriotism,—which so lately rallied the hosts of the Union around their cherished flag. Wrong ideas plunged us into this sea of blood; right ideas carried us safely through it. All the marshaling of armies, the rattling of musketry, the thunder of artillery, the gory battle-fields of our war, were but expressions of a power back of all this shock of matter, and superior to everything material. The great potencies of the world are invisible, lying in the higher realm of the mind.

We must be actors, doers. The noble sphere of action is that where the mind is regnant. Kept down on the lower level of the material, the earthly, the transient, we become unworthy doers; we lose the crown of manhood. The most practical men are those whose *practice*, whose deeds are true to the mind's high calling.

What shall we say, then, of that education which looks only to money-getting and social position? These fathers and mothers ought to know that power of mind, the mind's acquisitions, the mind's enjoyments, will be of far greater worth to their children than business success, or pride of position. A business man may fail. If he is a "doer" of nothing but business, all will be gone; his life will be a failure, and he will go down the hill of age disappointed and unhappy. But suppose he has intellectual resources. Suppose that he has cultivated a fondness for the higher mathematics, or for the natural sciences, or for mental philosophy; suppose that he is used to holding converse with the world's great past, through the most perfect of all languages, the two classic tongues, or has enlarged his acquaintance with the vast present, through the most vital of the languages now spoken, or has given his best hours to the choicest literature of our own rich English; let such sources of enjoyment remain, and of how little will a mere business failure have stripped him! He has far richer treasures left. If others succeeded better in business, what is it to him? His cultured mind is more to him than worldly gains. While

others never rise above the company of the sordid among whom their gold is won, he exults in companionship with the greatest minds of all the ages. He has access to their loftiest, most ennobling thoughts. He need not know all that men have known; but he is in the charmed circle where nothing is denied him, where his mind can revel without satiety, and delight is proportioned to his seeking. The merchant who can spend but few hours in these higher pursuits, can get better returns from these than from his counting-room. The mechanic who has thoroughly studied science or the higher literature, can brighten all the tasks of his handicraft. The day laborer, who works early and late, can save moments enough to feed his mental cravings, and sweeten all his toil. Many a man has so reveled in study and thought, that he knew not when he was summoned to dinner. Archimedes was so intent on a mathematical problem, that he heeded not the storming of the city, or the rush of Roman soldiery into his own apartment. For how much would Elihu Burritt, the "learned blacksmith," sell his mental acquisitions? Who asks whether he is rich? How little does he himself care whether he is rich or poor! Not all can become distinguished students; but every business man, and every working man, may share the student's delights, and lift his life to a higher plane.

These things hold equally true of feminine activities. The woman of fashion, without intellectual resources, is to be despised. Fine ladyism is not once to be compared with high womanly culture. Working women can work all the better for mental refinement, finding it a solace and strength. Their faces will be the brighter for it, their homes the happier. Change of social position will not crush them into despondency, for they will keep vastly more than they lose.

Surely, in a community so unstable as ours, where the wheel of fortune turns so fast, and the accidents of position are so little to be calculated, there are the strongest inducements for parents to give their children what they cannot lose—a thorough and satisfying education. In California, at least, nothing can be so practical, no investment can be half so safe.

Let parents, then, be urged to give their children, first, greater breadth, and secondly, greater length, of acquisition. Let not our

young Californians be confined to the fewest possible studies. Why should they be shut out from the garnered knowledge, the choice literature, the great thoughts, of all the ages? Elsewhere the higher education is becoming popularized; mental culture and enjoyment are the privilege and the prize of increasing numbers. Shall our young State march counter to the world's progress? Let none be afraid of giving their children accomplishments. Shams and shallowness are disgusting; but a true accomplishment is a thing which will gladden and enrich a child's whole life. It cannot be gained without patient effort; hence the need of full time for acquisition. Is it true that in the San Francisco High School only a half-dozen can be found to go *through* the course? It tells badly for the Pacific metropolis. Parents are sadly to blame, either for cutting short their children's progress, or for failing to stimulate them. These young learners cannot now see how much knowledge and discipline they will need, and their advisers must urge them forward.

I cannot admit that these falsely practical notions are chargeable on the teachers. If so, they are unfit for their places. But I know that most teachers do not hold back, but seek to lead forward. They cheer not chill. But they have a great work to do in enlightening and persuading parents. It must be done in season, and out of season; directly, by urgent appeal; and, still more, indirectly, by inspiring in the children a true and high ambition, to which parental love will gradually yield.

The rising generation will thank us for whatever of this work we do. No boy or girl will be ungrateful, on whose lips we help to put the good old song:

"My *mind* to me a kingdom is;
Such perfect joy therein I find,
That it excells all other bliss
That God or nature hath assigned.

* * * * *

"I press to bear no haughty sway;
I wish no more than may suffice;
I do no more than well I may,
Look what I want, my mind supplies;
Lo, thus I triumph like a king,
My *mind's* content with anything."

ADVENTURES OF A CENSUS MARSHAL.

BY ALLAQUIZ.

On reading in the morning papers of my appointment as Marshal of the school census, I commenced to look about me from the lofty position I had attained, and surveyed with the eye of a patriot my chances to be honest in the discharge of my duties. I found that, while I might cheat the Board of Education out of thousands of dollars, I could not by any means, put a cent more than my salary into my own pocket. Modesty forbids an allusion to the integrity of my resolves, after I had thoroughly convinced myself that such was the case.

Gov. Low and Mr. J. C. Pelton—two gentlemen who, like myself, at the time, were in office—are particularly anxious about certain children between the ages of four and eighteen years; and they requested me to visit the mothers thereof, in *propria persona*, or *anglice* "proper person."

Now whether this proper person refers to myself or the mothers, I don't know. I would scarcely, however, apply the epithet of "proper" to the persons of some of the matrons I met in my rounds—especially those who closed their doors in my face, and shook their fists at me through their windows, or threatened me with hot suds, for taxing—as they remarked politico-economically—the production of children, and thus cutting off the supply.

I found it vain to be facetious with such people. I assured them that the State had passed no law against having children; that our Legislature believed the more the marry-er. I thought a poor joke would do for poor people; but they did not laugh at this one then any more than the reader does now.

I commenced my labors in a remote part of the city, thinking to use my experience, and the facility which generally follows in its train, on the quarters of denser population.

At the first house, the lady announced that she was the mother of nine children. Thinking to myself that the work began well, I had stammered through the legal questions, and written down the answers in the most exact manner. As I was turning to go the

mother remarked, incidentally, that four of her nine children were dead. Now what was I to do with the dead children?

Very much to my relief I learned from headquarters that I had nothing at all to do with them; for I was repeatedly entertained with long lists of corpses.

Let not the careless reader think that I did not sometimes see something besides stupidity in the mother whose affectionate remembrance of the dead caused her to enumerate them with the living.

One day I called at a house from which one of its inmates had just been borne away forever.

"How many children have you, Madam?"

"Three—no, two!" and she burst into tears.

Time had had no chance to bridge over the chasm in the mother's heart; and, walking for a moment in forgetfulness on the brink, she had fallen into its depths of grief.

If we cannot hope much for the Mongolians of our city, they certainly hope enough for themselves. In fact I may set down the Chinese ladies of San Francisco as the most hopeful class of people I ever went amongst. They always invited me to come around next year, stating invariably as an inducement that they would then have more China babies.

Disputes often occurred between husband and wife as to the ages and numbers of their offspring. The wife sometimes contended that, though she had given in a correct report of hers, the husband had more children than he had accounted for. In this instance the husband generally explained that he was unaware of the whereabouts of his progeny—which seemed to satisfy the wife, as per force it did me.

But imagine my embarrassment when a lady of Irish extraction told me that she had four children, and her husband said that she had "nary one." He had been married to her for fifteen years and was impressed with the idea that he ought to know.

They both persisted in their assertions; but neither side would show any proofs. How was I to decide between them? Soloman was a wise man; but no sword and baby business would have answered in this case—especially as I saw no sword or children either to appeal to.

I did what, in my humble opinion, was wiser, and had more human

nature in it than anything recorded of Solomon—I appealed to the neighbors. And I may here make a general remark that, during my experience as a marshal, I invariably found the neighbors better authority on any family matter (not concerning themselves) than the husband, or wife, or anybody else, who ought to know.

The neighbors all pronounced themselves in favor of the no-children side of the question. They had seen marked indications of insanity in both parties to the dispute; but had never seen or heard any indications of children. The testimony was too strong against the woman; and I was obliged to decide, her impressions to the contrary notwithstanding, that she had never been a mother.

On one occasion I asked a man whether he had any children.

"I don't know," was his answer.

"If you don't, who does?" exclaimed I bewildered.

The man looked uneasy.

The pause ensuing was broken, at last, by a voice which any one would recognize as that of a very young baby.

"There!" what's that?" I asked.

"Wait, I will go and see."

Before the door shut on him I caught a glimpse of several mysterious old women, who were rushing around somewhat excitedly in the next room.

Returning, the new father said he believed he *had* one child.

"Is it a boy or girl?"

"I don't know; but I'll—

"Never mind," said I, taking my departure.

And thus, daily, the work went nobly on—the school census, I mean.

It is finished now for this year; but there is a peculiarity in the climate of California which warrants me in the assertion that, in this State, no census will stay taken. In two houses in succession I found three pairs of twins. As Blinkey Brown says, in the play, "There's nothing like it."

None are so fond of secrets as those who don't mean to keep them; such persons covet secrets as a spendthrift covets money, for the purpose of circulation.

[For the California Teacher.]

THE BLUE HEN'S CHICKENS.

In your August number an article is copied from the *Vermont School Journal*, professing to give the nicknames of the several States. If they are all as grossly incorrect, and theretofore unheard of as that selected for Delaware, the probability is that the writer manufactured them as he wrote.

Who that is

"—— native *there* and to the manor born,"

ever called himself, or was called, any thing but "one of the Blue Hen's Chickens?" No Delaware man will accept anything in place of this. It is a designation fairly won in a well-fought battle, and since then a "Blue Hen" (of the masculine gender), always takes the field with Delaware troops.

The original Blue Hen was a slate-colored game-cock, improvised as the battle-flag under which the Delaware men went into action in the Revolutionary War; and it was "the brood of chickens" over which she hovered, that won the last fight at Brandywine. And the same Blue Hen, or one of her descendants, crowed on the ramparts, some twenty years ago, as the battle-flag of a Delaware-raised company was being carried up at the storming of Chepultepec; and though, as compared with the numbers sent by the great States, her chickens have been few, yet she has crowed on many another tented field within the past four years.

This is a trifling matter, but a school journal, from which children are to gather and perpetuate nicknames, should not grossly violate both history and common sense as the *Vermont School Journal* has done. Every son of Delaware is proud of being, and the principal and oldest newspaper published in the State is called

"*One of the Blue Hen's Chickens.*"

"Doctor, I want you to prescribe for me." The doctor feels her pulse. "There is nothing the matter, madam; you only need rest." "Now, doctor, just look at my tongue! just look at it! now say, what does it mean?" "I think that needs rest too."

Resident Editors' Department.

EARTHQUAKES.—We have had an earthquake in San Francisco. It occurred on Sunday, October 8th. Its effects were immediate; certain buildings fell; plastering in many other buildings dropped; books in the editorial sanctum of the TEACHER were thrown from their case; a little more force and the TEACHER would never have been issued again. We shudder as we think of the inevitable result to the cause of education on the Pacific coast if that catastrophe had happened; things are bad enough as it is. Our printers, Messrs. Towne & Bacon, are probably the best type of their profession in the nation; the earthquake, however, invaded their office on Clay Street. Being men of excellent habits and thoroughly reliable principles, they were at church, as everybody should be on Sunday. If they had been in their office they would probably have held the machinery in its proper place; as they were *not* in their office, the earthquake had its own way. It knocked forms into what printers call *pi*. It threw the presses out of their normal position. Steam could not work with its usual effects, when the usual conditions were changed. The consequence is a general delay in the printing of the TEACHER. When it will be published, we are wholly unable to say, but Towne & Bacon always do their best. Hereafter the TEACHER will be published "punctually on the first day of each month," earthquakes and State Teachers' Institutes always excepted.

EXPLANATION.—We presume that the subscribers of the TEACHER have guessed the reason that they did not receive the October number as promptly as usual. It seemed desirable to have the proceedings of the Institute published as soon as possible, and it occured to us that a double number for October and November would best meet the emergency. Owing to the pressing professional duties of the Institute Secretary, the delay has been greater than we expected, but we are sure our readers will sustain the course adopted as the best under the circumstances.

THE INSTITUTE.—It can hardly be expected that the TEACHER should add anything to the full report of the Institute proceedings as given in this double number; yet we cannot avoid an expression of gratification at the kindly feeling there manifested towards the only educational journal of the Pacific Coast. To Mr. Browne and Professor Minns especially we owe a hearty vote of thanks for their efforts in our behalf resulting in a subtantial addition to the treasury department of the Institution.

Miss Mary L. Bodwell.—In the notice of the San Francisco High Schools, p. 76 of the September No., an omission occurred which filled our editorial heart with grief. By unaccountable working of fate the "proof" of that article failed to reach the eye of the particular third of the editorial corps to whom proof reading is assigned, and we suppose the name of Miss Bodwell was so badly written in the original article that the printer preferred to give it up in the first place rather than to guess it out. Be it known, then, that the accomplished teacher whose name we have placed at the head of this article is numbered with Miss Austin, among the assistants in the Girls' High School at San Francisco. Miss Bodwell is a graduate of the New York State Normal School, was a teacher in the High School at Buffalo, N. Y., for several years, became one of the teachers in the California State Normal School soon after her arrival in this State, and has been connected with the Girls' High School since its first opening in 1864. At the time of this writing she has no knowledge of the mortification we experienced upon seeing the omission of her name on that unlucky page, as we were looking over the published number at our leisure, too late for any possible correction that month. Let us hope for forgiveness!

Brooklyn, N. Y.—We have received from Sup't Bulkley his tenth annual report, for the year ending January 31st, 1865; an interesting document of ninety pages, in which he remarks upon topics usual in such reports with an unusual degree of clearness and ability. The whole number of schools in the city is one hundred and nineteen, including evening schools and orphan asylums. The number of pupils is 55,787, and the number of teachers engaged, five hundred and eighty-one. The total expenditures for the year were $313,658.49.

Antioch College, Ohio.—We learn from our eastern exchanges that Governor Andrew of Massachusetts, has been called to the Presidency of Antioch College, and that he will probably accept the position. The Institution is said to be free from debt, and has also an endowment of about a quarter of a million dollars, which it is proposed to increase by an addition of a hundred and fifty thousand dollars. With such an endowment, with such a location, and such a President, there can be no doubt that the College where Horace Mann wore out his closing years of active service to the world, will yet realize and more than realize the visions he had of its future influence and greatness.

Barnes & Burr's Publications.—We have received from Messrs. Barnes & Burr, New York, their illustrated catalogue of the National Series of "Standard School Books, Select Library Books, and Sacred Music." It is a well printed pamphlet of nearly one hundred pages, and contains a formidable-looking list of books on almost every subject that has ever engaged the attention of teachers. The works comprising the "School Teachers' Library" are especially valuable to all who have devoted themselves to school-room labors.

Wanted.—No. 5, (December 1863) and No. 10, (April 1864) of Vol. 1, California Teacher, to complete a set. Any subscriber not preserving the Teacher for binding, will confer a favor on the editors by mailing a copy of the above numbers to this office.

Mr. Keeler's Address.—In publishing the admirably-written address on Modern Languages in Public Schools, the editorial corps of the Teacher comply with the wishes of the large number of teachers who listened to its delivery at the Institute. It is, however, only just to the public that we should accompany the publication with the present opinion that the object of public schools supported by universal taxation, is that the children of the State may be furnished with the elements of our national language, the English, and not to furnish them with all knowledge necessary for a complete education. Desirable as it may be to place within the reach of all the means of obtaining knowledge, it is not the object of the schools supported by the State to do the entire work. When the elements of the English language are known, the youth has in his hands the the key to all language and to all knowledge, and there the *duty* of the State ends.

A Specimen Brick.—We insert the following communication for its intrinsic merit, in defiance of our rule in regard to anonymous introductions, as it bears internal excellence of a good spirit, and will perhaps encourage others to express their thoughts upon the subject of district taxes.

Dear Teacher:—If I am meddling with that that appears to be no business of mine, please indulge me in a short scribble; for I have awaited with some anxiety the result of a school election to vote a tax to build a school-house. As I was only a looker-on, it was curious to notice the different dodges they resorted to in order to set their consciences at ease, and vote against a tax. Some, that the old house was good enough, as good as the one they were taught in (and they are living witnesses of the grade of the house). The old house, which should be replaced by a new one, is not fit to keep hogs in; the fact is, you could not do it without repairing it. But to return to the proceedings of the election. Some wanted to wait a year or two and build a good brick house (not a bad excuse providing there was any place to keep a school in); and others that it was too late in the season. Men voted against a tax that had thousands of dollars out on interest, and some that could not read or write, and had large families to educate and plenty of money in their pockets, and could spare it as well as not; but they must vote as such a one voted. While others fetched young men to the polls that had been stopping in the district a short time, which they probably got to go and vote for a drink of Kill Devil. The result was, there could be no tax levied, and they will have to submit to the Egyptians (I was wont to say the pikers) for a while yet. For it is a noted fact that one-half of the voters were pikers, and all voted against a tax with a single exception. Two Hoosiers, one Dutchman, and two old butchers went against a tax. Now, should not such a lot of trash in the human form be set off by themselves if possible? for they are a perfect dog in the manger: neither do themselves or let others.

It was very commendable to those that made the move, for the energy they displayed in the matter; but the road for them was up hill and quite rocky.

Now I suggest an alteration in our school law in regard to elections. As ideas are as free as jokes in harvest, they will cost nothing. Large rivers are formed by small streams. It is by accepting others' views that we advance. Would it not benefit to fix the law, First, to confine the voters at all school elections to an actual settler and owning taxable property in the district where the election took place; Second, that after an election had failed to vote a tax, there may be a set of Commissioners convened, consisting of the County Superintendent and one Supervisor who was elected from that part of the county, and they to choose a third disinterested person, to examine into the facts, and if justified, to levy a tax and appoint an Assessor or Collector or give the power of appointment to the Trustees.

I consider it an abuse to a school district to ring in a set of thrashers (as we call them) that have been thrashing in the neighborhood for four or five weeks, and who have no interest in the district whatever, and who can be bought for a drink of liquor. Now, I am in about the same fix the old woman was in regard to her husband: she said he was no earthly use to her whatever, but it was very pleasant to see him around the house at night. I have no children to school; but it is pleasant to see school-houses in the neighborhood; it looks as though there was white people in the county. I have seen the need of a good education myself, and I would like to see all obstructions removed from the path of the young. The most of our criminal list is the effects of education, or for the want of it. Place the law and its penalties before a common man, and he will shudder at the idea of crime.

If this is worthy a place in the TEACHER, use it; if not, light your pipe with it.

STATE NORMAL SCHOOL REPORT for September, including the week during which the State Teachers' Institute was held:

Whole attendance during the month	87
Whole attendance of females	77
Whole attendance of males	10
Average daily attendance	75
Number admitted	5
Whole number of counties represented	21
Number in Senior Class	27
Number in Junior Class	23
Number in Sub-Junior Class	34

The school is now completely organized. Connected with it is an Experimental School consisting of four classes which are now regularly taught by pupils of the Normal School under the supervision of two accomplished ladies assisted by the teacher of the school. All have now an opportunity to acquire that practical knowledge of the art of teaching which is so necessary to constitute the good teacher.

NATIONAL TEACHERS' ASSOCIATION.—The seventh annual meeting of this association was held at Harrisburg, Pa., Aug. 16th, and continued three days. The attendance was large, Various excellent addresses were delivered, an excursion to Gettysburg formed a pleasant interlude, and the grand closing up feast left the members of the association in a peculiarly happy frame of mind. J. P. Wickersham, of Millersville, Pa., was elected President for the coming year, with a host of assistant officers who will represent the brain of the profession in the United States.

THE NEW YORK TEACHER, for August, contains a large number of short articles, every one of which is well worth reading. Brother Cruikshank has been in the editorial harness so long that he succeeds in doing, as a mere matter of course, what his younger brethren of the educational journals are compelled to work hard for. The *New York Teacher's* address is "Albany, N. Y., price, one dollar per year." We don't know who "friend Sevigny" may be, to whom it credits some of the good things in the CALIFORNIA TEACHER but we are glad to have Mr. "Sevigny" or any other man furnish "palatable bits" in this journal for the good fellows that a hard fate compels to live on the Atlantic side of the continent.

Madame Brissac.—The Teacher of the last month omitted all mention of this lady who has been connected with the Girls' High School of San Francisco since its commencement, as teacher of the French language and literature. The omission furnishes another illustration of the fact that there are many hard-working teachers who are known rather by the results of their school-room toil than by having their names printed upon the pages of the State educational journals.

New Books.—The following new books have been received:

The President's Words: A selection of passages from the Speeches, Addresses, and Letters of Abraham Lincoln. "All goes well with us; everything seems quiet now." A. Lincoln. (Telegram, April 2d.) Boston: Walker, Fuller & Co. San Francisco: H. H. Bancroft & Co. pp. 186.

This little book, which bears the name of a leading clergyman of Boston at the end of its preface, is a convenient summary of the most striking passages in the speeches, messages, and letters of President Lincoln, arranged under five general heads, and made trebly valuable by an index that renders almost every passage available. The thought of such a collection is a good one; the selection has been well made, and the index crowns the work.

Reason and Religion. By Frederick Henry Hedge. Boston: Walker, Fuller & Co. San Francisco: H. H. Bancroft & Co. pp. 458.

This is one of the year's marked books. There is a charm about the language, a finish of the sentences, and a general sympathy of spirit running through the whole, that must render the pages very attractive to all thinkers. The reader is conscious all through the work that his author has a large and gentle mind, so that we can trust *him* where we do not believe his ideas are correct. Such a book is a gift to the world; a dangerous gift withal, for the speculations entered upon and the theories, set forth most attractively, are still of such a nature as to rest in the human side of life rather than in the divine. We think the work will be regarded hereafter as a standard by those who rejoice in the so-called "liberal faith," and it will prove suggestive for good to other classes of religious thinkers. The chapter on "The Two Types," (p. 421, *et seq.*) sets forth well the tendencies of the classes respectively known as "liberal" and "orthodox," recognizing excellencies and necessities for the existence of both.

The Squibob Papers. By John Phœnix. With comic illustrations by the author. New York: Carleton. San Francisco: H. H. Bancroft & Co. pp. 247.

For a five minutes' interview which will drive away the blues and widen the countenance in laughter, commend us to John Phœnix, the irresistible. We have here collected the papers written for publication in the magazines now defunct but which were, in their day, the exponents of literature respectively for the Atlantic and the Pacific Coasts, the *Knickerbocker* of New York and the *Pioneer* of San Francisco. Phœnixiana and the Squibob Papers are the only literary remains, so far as we are informed, of that eminently jolly individual John Phœnix, whom readers will recognize chiefly under that name, but whom many on our coast will remember rather by the name of Lieut. Derby.

CLASSICAL AND SCIENTIFIC STUDIES, AND THE GREAT SCHOOLS OF ENGLAND. A Lecture read before the Society of Arts of the Massachusetts Institute of Technology, April 6, 1865. By W. P. Atkinson. With additions and an Appendix. "*Mutato nomine de te fabula narratur.*" Cambridge: Sever & Francis. pp. 117.

Few of our readers on this coast have had the privilege of knowing the details connected with the great examination respecting the leading schools of England by the Parliamentary Commission appointed in 1861. To us on the Pacific Coast, therefore, the abstract of that committee's proceedings and the results to which it came, is full of interest; and Mr. Atkinson, in this handsomely printed pamphlet has given us just the abstract desired, enriching it with his own views upon the systems which are found to prevail in England. The committee's report and the evidence submitted is in four folio volumes of fine print. Even if they were attainable by us, who in California could find time to examine them? The hundred and twenty-seven meetings, and the one hundred and thirty witnesses, and visitations of schools, all must have remained unknown to us, for the most part, only for Mr. Atkinson's lecture. The fact he establishes beyond all question, is that natural science is almost unknown in the great schools of England; and the lesson he would teach is one of warning lest our American schools should come to ignore natural science in this same way. There is small danger of our young men on this coast being injured by devotion to the classics, we imagine; but the pamphlet deserves attention, even by our teachers here, as a valuable contribution to the educational literature of our age.

LIFE OF HORACE MANN. By his Wife. Boston: Walker Fuller & Co. San Francisco: A. Roman & Co. pp. 602.

Horace Mann was born in Franklin, Massachusetts, May 14th, 1796. His father died when the son was thirteen. His mother retained his form at the old house until he was twenty; she retained his "profound respect and tender affection" through her life. He entered Brown University, Sophomore Class, 1816, having prepared himself in six months from the time he began his Latin grammar. His physical health was ruined during those years of College work, which was thoroughly successful so far as mental training was concerned, as evinced by his taking the highest honors of the College. He became tutor of Latin and Greek in the University shortly after graduation. In 1821 he attended the Law School at Litchfield, Connecticut, and was admitted to the bar in December, 1823. He became a State Representative in 1827. We are unable to state the period of his marriage, which we are told was not until he had attained some eminence in his profession and public life, paid the debts he had incurred for his education, and acquired a small competency. That marriage was a most happy one, though broken up at the end of two years by death. In May, 1843, he married again, and very properly sailed for Europe the same day to visit European schools. It strikes us this example would have profited some persons in California, if the paragraphs in the newspapers here about ill-trained children are true. It is a good thing to be prepared for any emergency. He was elected Secretary of the Massachusetts Board of Education in 1837 and commenced his duties in July of that year. For more than ten years he continued to hold that important position, and left it in 1848

to enter Congress as the successor of John Quincy Adams. It is safe to say that those ten years were spent in the most successful work of the century. The schools of Massachusetts became model schools. Institutions for the special learning of teachers were established. Teachers' Institutes were organized in various counties of the State. A wonderful impetus was given to the free school system throughout the nation. The biography is not as full of details concerning these ten years as educational men could have desired. The struggles he passed, the work he performed, are rather sketched than set forth in all their strange but suffering glory. In 1852 Mr. Mann was elected to the Presidency of Antioch College where the remaining years of his life were spent in the hardest sort of toil. In 1859 his labors ended forever. Their influence still lives, and wherever children shall live to enjoy the blessings of public school education, his name will be a cherished name. Every teacher will of course desire to have this book in his library. It contains perhaps little to help him in the daily routine of the school-room, but it has much to stimulate him to nobler exertions in the great profession of his choice. There are many passages in his letters that could have been wisely omitted, and we must regret that in so many places we have illiberal references to forms of faith that are cherished by probably a great majority of those who love to think of Horace Mann as the apostle of education. As a complete biography perhaps it was necessary to retain all that has been herein preserved; but we could wish the author would furnish in another volume or series of volumes, the life of this great man so far as its details bear upon strictly educational subjects, especially the Seventh Annual Report, with a full record of what he did in his Secretaryship and without the frequent disparaging references to the "orthodox" that abound in this valuable volume.

Poems. By Alfred Tennyson, Poet Laureate. In two volumes. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 436, 443.

We have experienced a fresh joy in reading these volumes. They are perfect; as respects form, size, type, and matter, they are just the thing. This is called by the publishers the "Farringford Edition," and bears upon the first page for a dedication, these words: "To Mrs. Emily Tennyson this Edition is Respectfully Subscribed by the Publishers." That is Ticknor & Field's way of doing things. Whoever wants to procure a handsome present for some loved one, on or about the approaching Christmas time, will do well to obtain from Mr. Bancroft the Farringford edition of Tennyson. It is cheap, full, complete, and beautiful. We have said.

Warren's Geographical Charts for Schools. Accompanied by a Hand Book for Teachers. Philadelphia: J. B. Cowperthwaite. San Francisco: A. Roman & Co.

We welcome this handsome set of charts to the Schools of California. They are neat, cheap, and full. The series consist of fourteen charts mounted on seven tablets and inclosed in a portfolio. They show the physical character of the countries represented, as well as the most important political divisions. Only the more important names are inserted, and these in such a manner as not to interfere with the use of the charts as outline maps. For assistance in map-

drawing by pupils we consider them very superior. The distribution of animal and vegetable life upon the globe is clearly shown, and the various small plates contain a mass of valuable information whose value every teacher will recognize at a glance. Accompanying the charts is a Geographical Hand Book of one hundred and twenty-seven pages, full of hints respecting the best methods of teaching the subject, and which even without the charts would prove invaluable to the teacher. We trust the series may have a large circulation on this coast.

THE STORY OF THE GREAT MARCH. From the Diary of a Staff Officer. By Brevet Major George Ward Nichols, Aid-de-Camp to General Sherman. With a Map and Illustrations. New York; Harper & Brothers. San Francisco; H. H. Bancroft & Co. pp. 394.

Everybody will be interested in this story. The march *was* great. From Atlanta to the sea, from the sea to the surrender of the opposing army, the march was grand and peculiar. *What* was done, *how*, and to some extent, *why*, we have told to us in this interesting volume. Besides the diary of Major Nichols, the publishers have given as an appendix, Gen. Sherman's report of the Georgia and Carolina campaigns; his testimony before the committee on the war; his report of operations in North Carolina and the surrender of Johnston's army; and several additional facts of interest in relation to the great movements of the army. Well printed, neatly bound, and handsomely illustrated, we predict that all our readers who can obtain the Story of the Great March, will thank us for calling their attention to it.

MARY THE HAND MAID OF THE LORD. By the author of the Schonberg-Cotta Family, Etc. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 152.

This work is wholly unlike the previous productions of this author. It attempts to set forth the character of Mary the mother of our Lord, under seven distinct chapters, entitled respectively: The Ministry of Angels, The Salutation of Gabriel, The Handmaid of the Lord, The Friendship of the Cousins, The Home at Nazareth, Mary among the Disciples, She is not Dead but Sleepeth. It is a book better suited for the advanced classes in Sabbath Schools than for a place in the District Libraries.

ESSAYS ON CRITICISM. By Mathew Arnold, Professor of Poetry in the University of Oxford. Boston: Ticknor & Fields. San Francisco: A Roman & Co. pp. 506.

Teachers will read this book with a pre-disposition to like it, when they remember the great example of Mathew Arnold's father, the renowned Dr. Arnold of Rugby. But without such pre-disposition these pages would command respect for the intrinsic merits of the essays therein contained. The subjects are varied, the style is clear, and there are excellent thoughts set forth withal. It is evidently written by an English scholar. However truly it may be said that there are no sectional lines in the world of literature, it is equally true that the nationality of a writer does have a certain nameless effect upon the character of his productions. We think the "University of Oxford" has cause to be proud of its Poetical Professor, the writer of these Essays in Criticism.

THE

CALIFORNIA TEACHER.

DECEMBER, 1865.

Vol. III.] SAN FRANCISCO. [No. 6.

[For the California Teacher.]

THE OCEAN.

THE whole globe is none too large for the dwelling-place of mankind. While animals are confined to certain zones or meridians, man claims for his residence and harvest-field no less than all the surface of the world. Now, it is somewhat remarkable, that, in teaching children, many virtually deny this ennobling distinction, and, by their instruction, intimate that man *ought* to be pent up in that same scanty area not at present covered by the ocean. It is not, indeed, a slander to affirm, that a geography is an imposture, if, purporting to be a description of the surface of the earth, it turn out to be only a description of certain fragments of the surface, while no description at all is given of that larger portion, which, from day to day, is renewing to us all the benefits of climate and healthful atmosphere. In fact, the water seems to be considered merely as a good means of getting about among the continents and islands, which is about as if one should say that the ellipse is chiefly of use in puzzling the student of the "conic sections," passing by the fact that it stands as the model of the planetary orbits. In taking our scholars a journey on the map, we have many things to tell them concerning the regions we visit; but, being smitten with silence as soon as we get in sight of the sea, do not regain our former loquacity until land is reached. A body of

water big enough to swallow several Americas, we probably dismiss in this sort of a sentence: "Having crossed the Pacific Ocean, we come to China;" and once within that unhealthy empire, it is likely enough that we may find time to speak of the Ming dynasty, or tell a story of Timour or Confucius.

How much, let us ask, does a tolerably bright class in Warren's Intermediate Geography, know about three-quarters of the earth's surface? Though it may be aware that the oceans are bodies of salt water containing whales, it is doubtless ignorant of other as plain facts, such as that great quantities of vegetation grow upon them, and that myriads of birds hover over them. Still less would the class probably tell of the winds that never wander beyond the tropics, or of the river that rises in the Gulf of Mexico. Keeping in mind the highest object of education, I cannot see why it is not as well to study fronds of kelp, as those of a land plant; or to follow the course of the Equatorial Drift three thousand miles across, as of some obscure river in Tartary. Surely, the evolution of currents, and the tides, and the trade-winds, and the Sargasso Sea, are more suggestive of a kind Providence, than to learn the cause of the Peloponnesian war, the number slain in Braddock's defeat, or whether Hannibal really did split rocks with vinegar when he crossed the Alps.

More than the reader may at first imagine, can be urged in favor of the statement that we have *exhausted the land.* We have described its configuration, its rivers, its mountains, and its plains; have told of its inhabitants and their customs, the forefathers of these and their customs; narrated all the wars that have happened, besides several very bloody ones that we suspect never did happen; and, moreover, have on hand a rich assortment of false religions and exploded philosophies. Then, having been thus regardful of the countries *on top*, we descend into their bowels, and presently emerge with a parcel of unutterable names, with which to scatter the wits of our pupils: meanwhile, the ocean (without which we could not live a day) is scarcely noticed by any, unless a sailor, or a merchant hurrying from dry land to dry land, or a few sick men, thinking only of their aches and coughs.

It is the fashion, I know, to laugh at the sea. N. P. Willis says it is tiresome, and Henry Ward Beecher, likewise, does not think

it beneath him to get up little jokes against it. A good teacher, nevertheless, soon sees through all these witticisms, and will take pains to explain to his classes, that it is only the map-maker who paints the sea as an irregular patch of vacancy. For God has not only made it the fountain of comfort, with its incessant streams of refreshment for the land, but He has also here established the kingdoms of animals and plants, and filled it with other marvels, which would preach powerfully of His goodness, if we would only listen.

SONOMA.

[For the California Teacher.]

THE LABORER SHOULD BE WORTHY OF HIS HIRE.

BY C. N.

OUR good State Superintendent of Public Instruction has repeatedly urged upon teachers the propriety of demanding better remuneration for their labor. Thankful should we be to him for this kindly interest in our behalf, while fully we agree with him on this point; but at the same time, let us remember that The Laborer should be Worthy of his Hire.

Without wishing to disparage any one, I would humbly ask, are the teachers throughout our State worthy of their hire?

Do we individually and collectively reflect credit upon our profession?

Teaching ranks as one of the highest professions in our land. For surely no other involves principles more vital to national prosperity and honor, aye, even the very existence of our Government.

It is a simple law of nature that from youth to age the human mind is active to learn. Upon parents and teacher rests the responsibility whether in those expanding minds shall be sown the seed of evil or good. Unfortunately, too many parents are but children of a larger growth, whose own mental and moral training may have been neglected; in which case a double burden falls upon the school-room preceptor. He has not only as it were to fertilize the desert, but by precept and example, with the most delicate tact, counteract the pernicious influences daily assailing the public mind.

The old idea that any one able to read, can teach a primary school, and as their labors are light so should be their wages, and not much more paid to the highest grade of instructors, is fast dying out. Still, too many of our Trustees are troubled with foggy notions, much to the detriment of an efficient school system. Such men generally think the old way of keeping a child poring over his books from sunrise to sunset, far preferable to the six-hour—one hour too much—method.

Perhaps the most indifferent teachers return a fair equivalent for the dollars and cents meeted out to them; but that is not the thing. The teacher feeling himself worthy, should boldly demand remuneration equal at least to that of a day laborer. And better decline taking a school that will not pay this, or, if circumstances compel him to accept, better would it be to say to the Trustees: "In the same proportion as you value my labor, shall I value the advancement of your children. If I am half paid, they will be half taught."

While a conscientious teacher cannot do this for the love he bears the little ones committed to his care, I am confident some neglect their school for this very reason.

We teachers are not always sufficiently careful to unite precept and example. And children are also observers as well as great imitators. Let us put a few test questions, and see how many can answer in the affirmative.

Do you resolve to make your school as nearly perfect as your own abilities and surrounding circumstance admit?

Do you personally observe the rules laid down for your scholars? For instance:

Punctuality in school hours; never too late?

Respectful behavior to others?

Prompt and polite replies to questions asked?

Order, and cleanliness, whether in a log hut or elegant parlor?

Quietness and application to lessons during school hours, and a kindly interest in the games of the play-ground?

The habitual use of good language, and a spirit of forbearance with other's faults?

Do you set them an example of unwavering loyalty to the free Government under which we live; a high-standard morality, and

enlightened christianity; and an abiding faith in the innate goodness and gradual progression of mankind?

Do you contribute your mite for the support of your periodical devoted to the cause of education?

Any person, man or woman, who not forgetful of these "little things," brings to the school-room the scholastic qualifications for drawing out the latent prowess of the youthful mind, is not only worthy of the hire, but is to be acknowledged as a benefactor of the present and coming generations.

THE DUTIES OF TEACHERS TO THEIR SUCCESSORS.

The duties of teachers to their pupils have been discussed from every considerable point of view; their relations to committees and community receive, perhaps, sufficient attention; and their duties to their predecessors—briefly comprehended in this—to speak well of them, or say nothing—are universally understood. Perhaps the duties of teachers to those who are to succeed them, may have received less thought, and may therefore be profitably discussed. It is possible in a great many ways, to make heavy or light, the burden which you are to lay down and another to take up; and, surely, the work of an *earnest* teacher is arduous enough of itself to merit any alleviation that can be given it.

Among other preparations for your successor, then,

1. *Leave your school-house in order.* Don't leave littered drawers, a broken square of glass, a disorderly wood-room, dirty tools, and an exhausted supply of school-working materials. It will suggest a familiar experience to many teachers, to speak of the disgraceful condition in which school-rooms are often found. In a somewhat extended experience, the writer has *never* found a neat, orderly school-room, in which to begin the labors of a new situation. Two school-rooms, in particular, present themselves. Both are comparatively new, very pleasant, fitted up with modern appliances, both generously, and one lavishly and elegantly provided with apparatus and reference books; but never did southern plantation house clamor more urgently for a Miss Ophelia, than did these two

pretty rooms for an energetic Yankee house-cleaning. There is a strong temptation to give a hint in passing, that the common slur that no woman who has been long a teacher is fit to be a housekeeper, is but too well deserved, and that there can certainly be no more excuse, to say the least, for an untidy school-room than for an untidy parlor. But that is a digression; it is not the caring for ourselves, but for our successors, that is under discussion. Begin outside in the school-yard, and make everything what "A. H. K. B., of Fraser," calls "unconditionally tidy." If you have a good janitor, he will make repairs for you; if you have an efficient district committee, he will do the same; but probably either of these will need to be told what needs their attention—possibly you have no such worthy coadjutors; and certainly there will be many things they can not do. Even if you are a "woman teacher," and have no help, you can drive nails, can't you? and fasten up wardrobe hooks in the entry, and fasten down ink-well covers in the school-room?

2. *Leave your registers right.* The school book-keeping is of equal importance with the school house-keeping. Every record-book should be filled out and closed up with the accuracy and elegance of a merchant's ledger. The number and variety of these varies very much with the kind of school and the taste of the teacher—from the single attendance record of the country district, to the numerous and elaborate statistics required by law in some of our cities—but be the writing little or much, a teacher should be too proud to leave any thing unfinished. Little needs to be said on this point, however, as teachers are almost uniformly careful here, even when careless elsewhere.

3. *Leave your class in good shape.* It is excessively annoying to find an algebra class half way through quadratics, a geography class in the middle of the Southern States, or a grammar class floundering in the deepest depths of the verb "to love." Settle your limits for each class, and leave them with a finished piece of work. Either finish quadratics, or stop at involution; review and review the Middle States, if you cannot finish the confederacy; and work through conjugation or let it alone.

4. *Leave your programme.* If you have no programme, then you can not appreciate the help one would be to your successor, but

if you have one, it is ungenerous to deny to another the same assistance you have yourself found necessary. Even if the next teacher changes *every item*, he will feel obliged to you for giving him something to vary from. Even New Hampshire is said, on Senatorial authority, to be "a good State to emigrate from."

5. *Leave a note of explanation.* Not to direct your successor, but to aid him. In every school there are very many things that it is only christian charity to explain, that some unfortunate experimenter may not hopelessly entangle himself before he sees a snare. For instance: suppose a class to have finished a text-book, and have known for a whole term that they are to have a new one. The new teacher naturally assigns a lesson in the old book, and having been told that they have gone through it, probably assigns it in the first few pages. The children feel vexed, the quieter ones pout, the bolder ones raise their hands and say in irate tones that they're "not going to study that book any more." It *sounds* insolent; it *is* fact. No one is to blame, but what can the teacher do? Probably she insists upon the lesson, possibly rebukes or even punishes the speaker, and the foundation for mutual ill-feeling is laid. Many a school term has been worse than wasted from just such a cause.

6. *Speak well of your successor.* If you positively know that he is not well qualified for the position he is to fill, still, if he is definitely engaged, say no word against him, but speak in his favor as far as truth will admit. Never leave a school without attempting to give a pleasant impression concerning him who is to fill the post you leave; and, beyond all, never suffer yourself to utter a disparaging remark. It is a disgraceful evidence of want of *esprit de corps*, for one teacher to say of another, under these circumstances, anything which will be disadvantageous, and it is in unquestionably bad taste.—*Connecticut Common School Journal.*

Dr. Franklin meant a good deal when he said, "A good kick out of doors is better than all the rich uncles in the world."

Dr. Johnson said of a widower who was about to marry, that it was a remarkable case of the triumph of hope over experience.

[For the California Teacher.

THE CHRISTIAN TEACHER.

BY M. A. B. W.

A PROPER reverence for the Deity as the Author of science invests youthful enterprise with a warm courage; and clothes their acquirements with a use and beauty as delightful and invigorating as the balm and dews of a spring morning. Religion is so eminently adapted to the teacher's daily wants, that every regard he pays it, comes home to his own heart with blessed rewards. His love and devotion strengthen his influence and deepen the trust reposed in his intelligence—beautiful proof of the intuitive affinity existing between childhood and the Maker of its flowers, stars, and loves.

Thrice happy is the calling of the Christian teacher! The Creator of heaven and earth is his tutor, Nature his text-book, and children are his friends and companions. And, in surveying this delectable prospect, I do rejoice that a large majority of my fellow-teachers are a God-worshiping class.

I had almost said, these teachers were the architects of public character—I will venture them governors in those nurseries of the nation, the school, and but a step behind parents in molding the character of the future.

We are just getting a new morning in the moral progress of our Republic. Our children demand a strong, thorough, truthful, and religious education. The coming generation must be wise and holy—attainments which will fit them for the redemption of the moral world.

When Columbus approached the shores of this unknown land, his first perceptions were awakened to the fact by the joyful greeting: "A light! a light!" This burst of joy which glowed all over and through the *Pinta* on that memorable night of October, has always filled me with an undefinable bliss whenever I think of it. Glorious and hopeful for Columbia! The light of Wisdom is indeed the sun of Freedom. Let us, my fellow-workers in my country's vineyards, love this light as God loves it. Let us, clothed in the garments of righteousness, religiously open the hearts of our pupils to receive its holy radiance; and Columbia shall "sit a queen, and see no sorrow."

BIBLE READING IN PUBLIC SCHOOLS.

HAVING recently come to this State, it is only a short time since I have learned that in some localities, objections are made to the reading of the Bible in our Public Schools. My astonishment is the more natural, perhaps, having left a State where the Word of God is placed in every school-room, that the young may receive daily instructions from its pages, thus becoming the recipients of blessings not received elsewhere, it may be, for many children learn little of good beside what they gain during school-hours. Argument is not needed to show the dangerous mistake made when School Directors so impede the progress of the march of civilization, as to deprive our school-rooms of the Lamp of Truth, so necessary to direct and guide us safely; nor do I believe that argument can be used successfully against this provision, until the Bible can be proven to be a *sectarian* book. I know Romanists and other *ists* of this fast people, have reasons for wishing only their own tenets presented in school, but this is no excuse for complying with their requests, for as well might we yield to the pleasure of Brigham Young, and teach our children his principles, and lead them into a firm belief in Mormon faith. Others say, "leave the mind free; do not bias it to any religious belief;" but, as one has said, "it would be quite as reasonable to argue that a child's mind should not be biased by standard mathematical or philosophical principles, but let it grow up to think for itself," thus becoming a more "*independent thinker.*"

Only one grain of common sense is needed, it seems, to know that the school system, (like all others) to be secure and successful in its high and holy mission, must have the Bible for its foundation. Therefore, should not all who believe in the Word of God, unmindful of the varied desires of parents, adopt the only safe course, by giving every school-room its proper light—the Bible? Lafayette once said, "if ever the liberties of this Republic are destroyed, it will be by Roman priests;" and I can see no more sure beginning of such a sequel, than the deprivation of Bible instruction to the children of our land.

But we are happy to know that these strange and unphilosophical objections are confined to *very* few localities, and we hope that

all will soon coincide in the opinion of the great Sir William Jones, when he said, "I have regularly and attentively read the Holy Scriptures, and am of opinion that this volume, independent of its divine origin, contains more sublimity and beauty, more pure morality, more important history, and fine strains of poetry and eloquence, than can be collected from all other books, in whatever language or age they may have been composed;" and that this heavenly manna shall be freely distributed in every school, that all may know its happy and reviving influences there, and of which if we eat we shall never hunger. ***

[For the California Teacher.]

AFTER VACATION.

BY A. M. M.

Heigho! Vacation is over,
All the bright holidays swept in the past;
All the wild races through the tall clover
Is ending in books and studies at last.
Little brown birds are off with a twitter,
Blue skies are shining over all the wide sky;
Drowsing of bees and butterflies' glitter—
School-time has come again—pass them all by.

Heigho! Come back the dear faces,
Gleeful and rosy from whole days of play;
Dear little feet slide into the places
Lonesomely waiting them all while away,
Come the thick curls grown wilder and longer,
Come the bright eyes that but sunny gleams see:
Now, for the old life!—better and stronger,
Darlings, 'twill come back to you and to me.

Heigho! What crowding of flowers!
Flushed with the warmth of the sun's prisoned glints;
Trophies of rambles in long breezy hours,
Lumbers my desk with a glory of tints.
Down where the brooklet slips through the grass,
Two little birdies have built a soft nest;
Holiday footsteps by their home pass,
But little brown fingers leave them at rest.

Heigho! Those days will be near you,
In long after years lighting memory's page;
Breath of wild roses, birdsong will cheer you,
When wearied by toil or saddened by age;
You'll see the wild fields of blossoming clover,
And feel the fresh touch of the wind on your cheeks;
Innocent pleasures never pass over—
All things are lasting that God for us keeps.

Department of Public Instruction.

NATIONAL LINCOLN MONUMENT.

STATE OF CALIFORNIA.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, Dec. 1st, 1865.

Circular to County Superintendents, City Superintendents, Public School Trustees, Teachers, and Pupils of the Public Schools in the State of California:

THE August number of the CALIFORNIA TEACHER, the official organ of the Department, published in full an official circular from the Hon. Newton Bateman, Superintendent of Public Instruction of the State of Illinois, inviting the public schools to join in a national contribution of the Public Schools of the Union, for the purpose of erecting a national monument to the memory of Abraham Lincoln. For various reasons it was thought advisable not to propose any plan of organization in this State, until after the meeting of the State Teachers' Institute, in September. By resolution of that Institute the subject was referred to the State Superintendent, to recommend some plan of securing subscriptions.

To the eloquent circular of Mr. Bateman, I need add nothing except that the measure meets my heartiest approbation, and that I am confident both teachers and pupils will feel it a patriotic privilege to unite in honoring the memory of the great man so dear to the American people.

The general plan proposed is expressed by the following extracts from the circular mentioned.

At a meeting of the NATIONAL LINCOLN MONUMENT ASSOCIATION, held in the City of Springfield, Illinois, on the ninth May, it was unanimously resolved that the teachers and pupils of the Public Schools in the United States be cordially invited and earnestly requested to participate in the movement now on foot to erect, in this city a National Monument to the memory of Abraham Lincoln, late President of the United States; and that donations and contributions be made

for that object, on the first Tuesday in June, 1865, or so soon thereafter as practicable, by all the Public Schools of the country: and at a meeting of the association held on the eleventh of May, the undersigned was authorized and directed as Superintendent of Public Instruction, to take the necessary steps to carry into effect the foregoing resolution, and to communicate the views and wishes of the association to those connected with public education throughout the Union.

The honor of the State of Illinois is pledged for the faithful application of every dollar contributed to this sacred fund, in accordance with the wishes of the donors. His Excellency, Richard J. Oglesby, the Governor of the State, is President of the association; Hon. James H. Beveridge, State Treasurer, is the Treasurer of the association; and the other State officers are members. The other corporators are among the most distinguished citizens of the State. In addition to this, the association is a corporate body, having organized in strict conformity with the forms of law, and the Treasurer is under adequate bonds for the faithful discharge of his duties.

It seems especially fit that the *Public Schools* of the Union should bear an honorable part in this grand demonstration of respect to the memory of Mr. Lincoln. He was emphatically the *Friend of the People*, from whom he rose, and among whom was his own early lowly home. And it is for the people, not for a class or caste, not for a privileged few, but for the toiling millions, for the whole people, that Common Schools exist in the United States. They are the people's colleges, a prime necessity of a republican government, and as Mr. Lincoln once said to the writer, "The mightiest enemy on earth to despotisms and tyrannies of every name." At another time, after his first election to the presidency, he said to me: "Look well to the Public Schools; they can do more than I for the safety of the Union."

This great and good man has gone to his rest; his work is done; he saved the republic, and his ashes repose in the great State which he loved so well, and which ever delighted to trust and honor him. And now let there rise to his memory, on the spot where sleeps his hallowed dust, a monumental column that shall fitly symbolize by its chaste and simple design, its august proportions, its majestic beauty, and its towering hight and solid grandeur, the nation's regard for the spotless integrity, illustrious public services, unflinching heroism, and imperishable fame of her murdered and martyred President, ABRAHAM LINCOLN.

I recommend the following plan of action by the Public Schools of this State:

Let all subscriptions by public-school children be limited to ONE DIME, so that the poorest child may be able to contribute as much as the richest, and that no envious feelings be excited by the amount contributed. Abraham Lincoln was a man of the people, and let the children of the people share equally in honoring his memory. The object of the contribution is not so much to secure money, as to touch the chords of patriotism, by honoring the memory of one who served his country with so true a purpose and so sublime a faith. Let the names of all school children who contrib-

ute ten cents for the fund, be enrolled on a page of the "General Record" of the *State School Register*, under the heading "SUBSCRIBERS TO THE NATIONAL LINCOLN MONUMENT."

Let the teachers contribute whatever sum they may choose to give. It is hoped that most who hold "State Diplomas" will secure a life-membership certificate by contributing the sum of ten dollars in national currency. It is desirable that subscriptions be taken in schools which are now in session, during the month of December.

Teachers will enter on the State School Registers the amount contributed, and forward the money to their County or City Superintendent, who will give a receipt for the amount, and enter the same on a record to be preserved in his office. During the month of January the County Superintendent will forward all sums so received, to the Superintendent of Public Instruction, with the name of each school contributing, the name of the teacher, and amount raised. All sums received by the State Superintendent, will be acknowledged in the pages of the CALIFORNIA TEACHER.

The Superintendent of Public Instruction of the State, will forward the contribution of California to the State Superintendent of Illinois, who will see that credit is given on the official records of the association, and that proper recognition is furnished under seal of the association, by certificate, diploma, or otherwise.

This plan is submitted to the teachers and school officers of California, with the hope that it may meet their general approval. Let the teachers be interested, and a great majority of the school children of this State may have the proud satisfaction of uniting with the great army of three millions of public-school children on the other side of the continent, in honoring the illustrious dead.

The year which is soon to close, has brought peace to the nation, prosperity to the people, and a stronger faith in our American system of free schools: in what more appropriate manner can we manifest our gratitude, than by uniting to do honor to the memory of a man, the influence of whose life and character in favor of human rights has been so mighty in our own land, and which will be felt as a great power in all future time, through the whole civilized world?

JOHN SWETT,
Sup't of Public Instruction.

Resident Editors' Department.

PROCEEDINGS OF THE STATE BOARD OF EXAMINERS.—The State Board of Examiners have finished the investigation of the papers of the applicants applying for State certificates at the session held during the State Teachers' Institute in this city, September 19th to the 23d. The Board of Examiners consists of the State Superintendent, Chairman, and four teachers appointed by him. The members of the present Board consist of Prof. Minns, Prof. Swezey, Mr. Marks, Prof. Knowlton, and State Superintendent Swett. The late examination was pursued entirely in writing, and contained fifteen different papers of twenty questions each, making three hundred questions for each applicant. The whole number who applied for certificates was eighty-six, most of them teachers from different parts of the State, including a dozen who applied for city certificates. Of the eighty-six who applied, fourteen withdrew for various reasons. Seventy-two completed the examination. Forty-two received each a certificate according to their accomplishments, leaving thirty-one, who applied, out in the cold; and it is said that from the looks of some of their papers and answers, they had better attend school, instead of undertaking to pass themselves off as teachers. State educational diplomas were granted to all whose credits to answers on all the papers amounted to eighty per cent., and who had, in addition, taught school three years, one of which had been in this State. The average per centage of the seven teachers who received State diplomas, was eighty-four; the highest was eighty-nine, and the lowest eighty. The applicants, on the examinations of papers were known only by numbers, the corresponding names being carefully locked up by the chairman of the Board until the papers were credited, and the credits transferred to a tabular statement. There can be no possible chance, therefore, for any of the disappointed certificate-seekers to charge favoritism on any of the examiners, as Mr. Smith was known only as No. 99, John Doe as No. 1, and Richard Roe as 101. The following numbers were found entitled to State diplomas: Nos. 3, 20, 25, 30, 37, 98, and 99. First grade State certificates were granted on per centages from seventy to eighty, and the following numbers won them: Nos. 1, 5, 7, 15, 18, 27, 28, 35,38, 40, 46, 50, 51, 58, 70, and 101. The average per centage of these fifteen numbers was seventy-four. Second grade certificates were issued on a per centage of sixty-five to seventy, and the lucky numbers were Nos. 2, 8, 16, 39, 56, 59, and 71. Average per centage of all, sixty-six. Third grade certificates for teaching Primary Schools, were granted on from fifty-five

to sixty-five per centage, and were drawn by Nos. 6, 12, 14, 23, 31, 33, 34, 44, 54, 62, and 65. Average per centage of all, fifty-eight. The average per centage of those who "failed," was only thirty-eight; and inasmuch as nobody in the city will be the wiser for it except the teachers concerned, we give the numbers, ill-starred, of the unlucky ones who didn't know their lessons well enough to get a "reward of merit:" failed, Nos. 4, 9, 10, 11, 13, 17, 19, 21, 22, 26, 29, 41, 43, 45, 47, 48, 49, 52, 53, 55, 60, 61, 63, 64, 68, 69, 73, 74, 100. Mr. Marks examined the papers in Arithmetic and Algebra; Prof. Swezey, on Orthography and Defining; Professor Knowlton, on Penmanship, Physiology, and Theory and Practice of Teaching; Prof. Minns experimented on the Natural Philosophy papers, and smiled grimly over those on the Constitution of the United States; Mr. Carlton, of the State Normal School, credited History of the United States; and Superintendent Swett overhauled the Grammar, Geography, English Composition, School Law, and general questions. The average per centage of the seventy-two applicants on each of the studies, was as follows: Arithmetic, 54; Grammar, 43·5; Geography, 52; History of the United States, 47; Theory and Practice of Teaching, 75; Algebra, 42; Physiology, 77·4; Natural Philosophy, 54; Penmanship, 73·6; English Composition, 68; Orthography, 78; Defining, 74; Reading and Elocution, 62; Constitution and Government of the United States, 68; School Law of California, 57·4. The average per centum on all branches, 60. The examination was very strict and thorough, and generally acknowledged to be a fair one, though many of course were disappointed, which should only stimulate them to more strenuous efforts to excel on the next examination. The great number applying for certificates plainly shows an increasing interest in the profession of teaching. A high standard of examination in the country by the County Boards, acting on the example of the State Board, by being thorough in every branch which is intended to be taught in our public schools, and those who palm themselves for teachers who are wholly unfit for the business, would soon fall out of the ranks and give place for those who possess the necessary qualifications, and are well trained in their profession. The State Normal School is surely raising the standard of teachers. Three members of that school passed the late examination and received first grade certificates, but still attend the school, and no doubt will turn out competent and experienced teachers, as many others have done who have graduated there and received good positions in the school departments of the city as well of the State. We have only to add the names of successful candidates for Diplomas and First Grade Certificates:

State Educational Diplomas.—Robert Taylor, Jr., El Dorado Co.; Robert Desty and R. K. Marriner, San Francisco; H. N. Nutting, Butte Co.; Mrs. Mary L. Swett, San Francisco; George C. Maek, Napa; F. R. Brown, Butte Co.

First Grade State Certificates.—Geo. E. Houghton, Stockton; S. D. Simonds, San Francisco; E. J. Schellhous, Placer Co.; M. A. Ralph, Sonora; John C. Shipley, Sonoma Co.; R. B. Warren, Jackson; S. H. Jackman, Sacramento Co.; J. A. Louttit, J. F. Kennedy, and J. A. Moore, State Normal School; A. S. Hopkins, Solano Co.; R P. Davidson, Yolo Co.; Miss Mary J. Ledlie, Sacramento; Miss Louisa O. Fernald, Santa Cruz; Miss Sarah H. Clark, Toronto, Canada; Miss Ellen A. Evans, Shasta.

Tobacco.—In the fulfillment of our editorial functions, it is fitting that the teachers of California and Nevada should be informed of what has been said by the apostle of education, Horace Mann, respecting the Indian weed, to the use of which it has come to our knowledge that many of the brethren are addicted. Even in our own office the fumes of tobacco smoke have been detected, especially after the advent of visitors. Hence we are impelled to publish in part a report made to the Ohio State Teachers' Association, by a committee of which Mr. Mann was Chairman, in the year 1856. It is the most forcible presentation of the case on the opposition side with which we are acquainted; and we are sure the ladies will thank us for placing it before the public of California. We take it from the Life of Horace Mann, noticed in our Book Table in the last number of the Teacher:

1. Tobacco is highly injurious to health being pronounced by all physiologists and toxicologists to be among the most active and virulent of vegetable poisons. That consumers of tobacco sometimes live many years does not disprove the strength of its poison, but only proves the strength of the constitution that resists it; and that strength' instead of being wasted in resisting the poison, might be expended in making the life of its possessor longer and more useful.

2. It is very expensive. The average cost of supplying a tobacco user for life would be sufficient to purchase a good farm, or to build a beautiful and commodious house, or to buy a fine library of books. Which course of life best comports with the dignity of a rational being—to puff and spit this value away, or to change it into garden and cultivated fields, into a nice dwelling, or into the embalmed and glorified forms of genius! What a difference it would make to the United States and to the world, if the four hundred thousand acres, now planted with tobacco within their limits, were planted to corn or wheat!

3. Tobacco-users bequeath weakened brains, irritable nerves, and other forms of physical degeneracy, to their children. The factitious pleasures of the parent inflict real pains upon his offspring. The indulgences of the one must be atoned for by the sufferings of the other; the innocent expiating the offenses of the guilty. Nor, in regard to these personal and hereditary injuries to the mind, would the committee stand merely upon the principle laid down by the physician, who, when asked if tobacco injured the brain, replied promptly in the negative; for, said he, people who have brains never touch it.

4. Tobacco-users are always filthy; and we read of an infinitely desirable kingdom into which no unclean thing can ever enter.

5. Tobacco-users are always unjust towards others. They pollute the atmosphere which other men desire to breathe and have a right to breathe in its purity. A smoker or chewer may have a right to a limited circle of the atmosphere around his own person; but he has no right to stench the air for a rod around him, and half a mile behind him; he has no right to attempt a geographical reproduction of river and lake by the artificial pools and streams he makes in steamboat and car.

6. A tobacco-user is the common enemy of decency and good taste. His mouth and teeth, which should be the cleanest, he makes the foulest part of him. When one sees a plug of nasty, coarse, liver-colored tobacco, he pities the mouth it is destined to enter; but, when one sees the mouth, he pities the tobacco.

7. The old monks used to prove the pollutions of tobacco from Scripture; for, said they, it is that which cometh out of the mouth that defileth a man.

8. It has been argued that the adaptation of means to ends, which characterizes all the works of creation, intimates that snuff should never be taken; for, had such been the design of Nature, the nose would have been turned the other end up.

9. It may be fairly claimed, that, if Nature had ever designed that man should chew,

or smoke, or snuff, she would have provided some place where the disgusting process could be performed systematically, and with appropriate accompaniments; but no such place or accompaniments have ever yet been discovered. Tobacco is unfit for the parlor; for that is the resort of ladies, and should therefore be free from inspissated saliva and putrefied odors. It is not befitting the dining-room, where its effluvia may be absorbed or its excretions be mingled with viands and beverage. Still less does it befit the kitchen, where those culinary processes are performed which give savor and flavor to all those preparations that grace the generous board. It should not be carried into the stable for that is the residence of *neat* cattle. And the occupants of the sty itself would indignantly quit their premises, should one more lost to decency than themselves come to befume, or bespatter, or besnuff them. There is no spot or place among animals or men which the common use of tobacco would not sink to a lower defœdation.

10. Swiftly tending to destruction as is the use of intoxicating beverages; vulgar, ungentlemanly, and sinful as are all the varieties of profanity; unjust and unclean as are the effusions and exhalations of tobacco,—yet their separate and distinctive evils are aggravated tenfold when combined and coöperating. How abhorrent to the senses and the heart of a pure and upright man is the wretch who abandons himself to them all! Physiology teaches us, that, as soon as alcohol is taken into the stomach, Nature plies all her enginery to expel the invader of her peace. She does not wait to digest it and pass it away, as is done with the other contents of the stomach; but she opens all her doors, and summons all her forces, to banish it from the realm. She expels it through the lungs, through the mouth and nose, through the eyes even, and through the seven million pores of the skin. So let tobacco be taken into the mouth, or drawn up, water, spout fashion, into the nose, and firemen never worked more vehemently at a fire, nor soldiers fought more desperately in a battle, than every muscle and membrane, every gland and emunctory, now struggles to wash away the impurity. Every organ, maxillary, lingual, labial, nasal, even the lachrymal, pour out their detergent fluids to sweep the nuisance away. Not a fibre or cellule, not a pore or sluiceway, but battles as for life to extrude the foul and fetid intruder. Hence expectoration, salivation, the anile tears of the drunkard, and the idiot drool of the tobacco-user, all attest the desperation of the efforts which Nature is making to defecate herself of the impurity. When people first begin to drink, or chew, or smoke, outraged Nature, as we all know, often goes into spasms and convulsions through the vehemence of her conflict for escape. Finally she succumbs, and all that constitutes the life of a man dies before death.

The apostle enjoins his disciples to keep their bodies pure *as a temple of the Holy Ghost.* But in such a body, what spot is there, what space so large as a mathematical point, which the Holy Ghost, descending from the purity and sanctity of heaven, could abide in for a moment! Surely, when a man reaches the natural consummation to which these habits legitimately tend; when his whole commerce with the world consists in his pouring alcohol in and pouring the impieties of profanity and the vileness of tobacco out—gurgitation and regurgitation, the systole and diastole of his being—he presents a spectacle not to be paralleled in the brute's kingdom or in the Devil's kingdom, on the earth or "elsewhere."

Grammatical.—From Washington Territory, where certain valued subscribers of the California Teacher have found a home, comes the following:

A young lady hereabouts recently remarked: "If I was at home in Pennsylvania now, I would," etc. Query: Is her expression grammatical?—and if so, would *were*, inserted in the place of *was*, be equally grammatical?—and is there any difference in the two expressions?—if so, what?

Let the followers of Green, Quackenbos, and Keri let their light shine upon this important query.

Prof. Alphonso Wood.—This distinguished American botanist has arrived in San Francisco. He purposes to spend a year on this coast in the study of his favorite science. He has earned a long vacation from the teacher's professional pursuits, and we are sure his visit to this part of the country will prove pleasant to him, and profitable to the science of which he has become one of the leading expouents. The new edition of his Botany will undoubtedly be enriched with the results of his labors here. We bespeak for him from such teachers as he may meet, a cordial welcome and every facility for the advancement of his purpose.

Portland.—From a subscriber in Portland, Oregon, we learn the Directors of the Public Schools there have been making extensive additions to their buildings, and the future seems to promise a better time to the rising generation of that growing city. We should be glad to receive from the brethren in Oregon fuller accounts of the educational interests in their State. Hitherto we have not been very highly favored with information from that quarter.

Smart Boy.—The last contribution we have received for the "Drawer," is this:

Johnny B——, is a dear little six-year old away down in Santa Clara County. During a little conversation with his teacher on the uses of the head, she asked: "Now, Johnny, what is your head good for?" He replied: "To see, hear, smell, and think with. It contains the eyes, ears, nose, mouth, forehead, hair, and—*fleas!*"

The Youths' Casket and Playmate.—A magazine for boys and girls, began its twenty-third semi-annual volume with the October No. It is edited by Mark Forester, and published at Boston by William Guild & Co., at $1.25 a year. It abounds in stories that will interest the young folks, is illustrated with attractive wood engravings, and would be a pleasant Christmas gift for the children.

Washington Territory.—Prof. Barnard, under date of August 21st, writes as follows:

The progress of educational matters in California as exhibited in the Teacher, is carefully noted with a view to adoption in our Territory so far as our peculiar circumstances will allow. Education with us, is as yet in an extremely low condition. Our University is in a state of suspended animation, and has been since last February, when I resigned the presidency; cause, politics. The Institution is unfortunately under the control of the Legislature; that Legislature last winter was largely *Democratic*, to use the mildest term; the Regents, especially those elected by the last Legislature, intensely Democratic, of the New School, opposed to the inculcation of morals and patriotism as a part of education. However, the old dynasty is at length broken up. Democracy is at a discount. The incoming Legislature is strongly union, and the University will be put on a better footing shortly. By next Spring if not sooner, the Institution will be set in operation, and I hope it may become the nursery of the future teachers of our Territory.

We have not a single "free school" in our limits. I do not know of a single district that keeps in operation a school (public) for a longer period than three months. Reason: we have no Superintendent of Public Instruction. I am firmly of the opinion, that did every County Superintendent take the Teacher, in less than one year we should see a remarkable educational "revivul" all over the Territory.

A Good Time Coming.—For particulars, the attention of our teachers and scholars is called to the following

THANKSGIVING PROCLAMATION.

BY HIS EXCELLENCY FREDERICK F. LOW, GOVERNOR OF CALIFORNIA.

"Enter into His gates with Thanksgiving, and into His courts with Praise."

In obedience to the time-honored belief of our fathers, that States, as well as individuals, should publicly acknowledge the Supremacy of Divine Power, and in accordance with the recommendation of the President of the United States, I do hereby appoint THURSDAY, the 7th day of December next, as a day when the people of California may unite with the people of her sister States in PUBLIC THANKSGIVINGS to the Great Ruler of the Universe.

Let that day be set apart throughout our borders for religious exercises in our churches, and social festivities in our homes; for upon no occasion, since the foundation of the Republic, has there been so much reason to recognize the hand of God in our concerns.

While other lands have been scourged with epidemic disease, we have enjoyed during the year the unmeasured blessings of health.

Our schools and seminaries of learning are in a flourishing condition.

Our mines are still yielding of their abundance; our harvests have been plenteous; and all our industrial pursuits have prospered in an unusual degree.

But above all, and more than all, we have reason to rejoice that peace has been restored to our beloved country. The deluge of blood through which, for four years, the nation's flag was carried, has been stayed by an Almighty hand. The black cloud of war and desolation has been lifted, and VICTORY appears inscribed in letters of living light upon its silver lining, to gladden the hearts of an earnest, humane, and Christian people.

The war for the Union has culminated in the triumph of liberal principles, and the complete vindication of constitutional authority.

Slavery has been destroyed in the conflict of arms, and under the blessing of God the Republic is once more united upon the basis of equal and exact justice to all its citizens.

Let us, then, mingle with our thanksgivings such acts of kindness to the friendless, and such words of sympathy to those who may be in distress, as shall testify an humble and grateful spirit in the midst of our boundless blessings.

In witness whereof, I have hereunto set my hand, and caused the Great Seal of State to be affixed, at Sacramento, this tenth day of November, A.D. 1865.

[L.S.] FRED'K F. LOW,
Governor of California.

Attest; B. B. REDDING, Secretary of State.

Education in Canada.—The Superintendent of Education for Canada East reports that the three Normal Schools recently opened, are making satisfactory progress. Five hundred and seventy-five pupils have received diplomas, of whom three hundred are now teaching. The local Boards in the Province last year licensed six hundred and thirty-three teachers. Of these, six were licensed for academies, twenty-eight for model schools, and five hundred and ninety-nine for elementary schools.

Biennial Report.—The State Superintendent is hard at work in his report to the next Legislature, concerning the progress of Education in California. The statistics show a decided advance in all essential points, and we predict that the document will surpass in interest anything we have yet had on this coast, of an educational nature.

State Normal School Report.—From October 9th to November 3d:

Whole attendance during the month	86
Whole attendance of females	76
Whole attendance of males	10
Average number belonging during the month	77
Average daily attendance	73
Per centage of attendance	95
Number admitted	3
Number left	5
Number in Senior Class	27
Number in Junior Class	23
Number in Sub-Junior Class	36
Whole number of counties represented	17

The school now holds its sessions in the building between the Lincoln School House and St. Ignatius College. Connected with it is a Training School of four classes which are taught by the pupils of the Normal School, under the supervision of Mrs. C. H. Stout and Miss H. M. Clark, two highly accomplished and successful teachers.

The Great Natural Curiosity.—The *Sentinel*, published at Jacksonville, Oregon, of the 12th ult., says:

Several of our citizens returned last week from a visit to the great Sunken Lake, situated in the Cascade Mountains, about seventy-five miles north-east from Jacksonville. The lake rivals the famous valley of Sinbad the sailor. It is thought to average two thousand feet down to the water all round. The walls are almost perpendicular, running down into the water and leaving no beach. The depth of the water is unknown, and its surface is smooth and unruffled, as it lies so far below the surface of the mountain that the air currents do not affect it. Its length is estimated at twelve miles, and its width at ten. There is an island in its center having trees upon it. No living man ever was, and probably ever will, be able to reach the water's edge. It lies silent, still, and mysterious, in the bosom of the "everlasting hills," like a huge well scooped out by the hand of the giant genii of the mountains, in the unknown ages gone by, and around it in the primeval forests watch and ward are keeping. The visiting party fired a rifle several times into the water, at an angle of forty-five degrees, and were able to note several seconds of time from the report of the gun until the ball struck the water. Such seems incredible, but is vouched for by several of our most reliable citizens. The lake is certainly a most remarkable curiosity.

"Our Young Folks."—We call especial attention to the advertisement of this favorite magazine to be to be found in the present number of the Teacher. California ought to send forward a thousand subscriptions at least. The most successful writers for the young people are engaged as contributors. The illustrations are excellent, and the quantity of matter far surpasses that in any other periodical designed for the same class of readers.

Explanation.—As the leading article on "Examination of Teachers," in the September number of the Teacher, has been attributed to several of the city teachers, in order to relieve them from any prejudices which might have been excited by it, we are permitted to say that the article in question was prepared by one of the editors—the State Superintendent of Public Instruction.

Dishonesty.—We find the following floating around in the newspapers without credit, and think it good enough to be enshrined in the pages of the Teacher for this month; lesson to the growing people of the public schools:

When a man is dishonest, he is dishonest not only in direct ways, but indirectly. He is an educator of men in dishonesty.

A man is furnishing his house, and he goes to the store to buy a carpet. He can afford to buy a cheap one; but that will not do. His friends do not live on such carpets, and he must not. So he attempts to get a better one than he can afford, and to get it out of the man that sells it. Then commences the attempt to buy something for "nothing. It is the universal form of dishonesty to try to get goods below their value; and whenever you do that, you undertake to cheat. The man who wants to get a thing without giving a fair equivalent, wants to be dishonest. If it costs to make a hat, and give a good living to the man that works upon it, and a moderate profit to the man that sells it, three dollars, and you undertake to buy it for two dollars and a half, you undertake to cheat half a dollar. If you attempt to beat a man down, and to get his goods for less than fair price, you are attempting to commit burglary, as much as though you broke into his shop to take things without paying for them. There is a cheating on both sides of the counter, and generally less behind it than before it.

It would be amusing, if it were not so serious a matter, to see how people, when they go home after a tour of shopping, exhibit and comment upon the goods they have bought. Here is a piece of lace, a shawl, or a scarf; and the conversation is not this: "the article is good, and is suited to my circumstances and position;" but, "I got it for nothing." Why, you thief! Is there no such thing as a *quid pro quo*—an equivalent to be rendered? And are you one that wants to get a thing without rendering a fair equivalent for it? Where is your honesty? Dishonesty is the inevitable necessity of extravagance.

You want a man to build you, for two thousand dollars, a house that shall be worth five thousand; and what is the result? You teach that man to cheat you. You make him dishonest. You drive him to the necessity of using poor material, and of deceiving you by filling up holes with putty, and covering defects with paint. You taught him to be dishonest, and he served you right, though you did not serve him right in teaching him that lesson. Where a man wants to be further along than he can afford to be, he wants to live dishonestly. And when the very texture of society is such as to discourage fair dealing, and hold out inducements to depart from honest methods, is it strange that there is so much rottenness on this subject?

State Normal School.—The following is the report of the State Normal School for the month ending September 8th:

Whole number in attendance	84
Average daily attendance	77
Per centage of attendance	97
Number admitted	7
Number left	2

Pupils have been admitted during the month from Santa Clara, Sonoma, and San Francisco counties. About thirty persons have visited the school during the month.

Littel's Living Age.—A new and greatly enlarged series of this invaluable periodical will soon be commenced. It contains selections of the best articles from the European periodicals, thus placing the spirit of that literature before the American public at a small cost to its subscribers. Eight dollars a year. Boston, Mass.

Ivison, Phinney, Blakeman & Co.—We call the attention of our readers to the advertisements of this great school-book publishing house. The Spencerian pens have already been commended in our pages. The mathematical series of Prof. Robinson is spoken well of everywhere, and when we can afford from the profits of the Teacher to purchase a complete set, we shall undoubtedly make the investment. We have received Colton's American School Quarto Geography, containing more than a thousand steel plate maps, profiles, and plans drawn on a uniform system of scales, and also Kerl's Common School Grammar, both of which ought to receive full notice in this month's number; but we unfortunately put our trust in princes—that is to say, in one of the leading teachers of the State, by giving the copies to him for review, who has not yet reported at the publishing rooms. We are sorry for the delay, and will try to be more careful in future.

Prison Aid Association.—On the fourteenth of November, a preliminary meeting for the organization of a Prison Aid Association was held at the Occidental Hotel, in San Francisco, which was attended by a large number of leading citizens. Speeches were made by Lieut.-Gov. Machin, District Attorney Porter, the County Judge of Calaveras County, the Chaplain of the State Prison, Rev. Mr. Gordon, Judge Cowles, and Rev. Mr. Atkinson, of Oregon. Letters were read from Gov. Low and Archbishop Alemany; and a committee of nine was appointed to prepare a plan of action, draw up a constitution, and nominate officers. A thoroughly earnest spirit pervaded the meeting, and we trust wise measures may be taken to aid in the reformation of criminals as well as in the protection of innocent persons upon whom circumstances may cast suspicion of crime.

Antioch College.—We regret to learn that Gov. Andrews has positively declined the presidency of this Institution. He says in his letter: "Domestic and personal considerations not to be overcome are imperative." The position he may hereafter occupy as Senator of the United States might be more conspicuous, but we cannot regard it as likely to be more useful to the country in the end than the position the Governor declines. Material for Senators is more abundant than is that for model Presidents of a great college such as Antioch promises to become.

New Books.—The following have been received:

Bancroft's Diary for 1866. Containing useful Memoranda and Tables for Reference. Published annually. San Francisco: H. H. Bancroft & Co.

Here is a work that nobody can find fault with, inasmuch as he can fill it up to suit himself. Besides the usual space for entries during each day of the year, the publishers have collected a large amount of valuable information, including the Laws of the States and Territories on the Pacific Coast for the collection of debts; the location of public offices, buildings, and churches in San Francisco; a table of distances from San Francisco to various points in the vicinity of the Bay; the United States and State stamp duties; the Hebrew calendar; temperature of various localities; tables of weights and measures, and value of foreign coins. Every teacher needing a diary, should select Bancroft's.

THE GREAT WEST. Travelers', Miners', and Emigrants' Guide and Hand-Book to the Western, North-Western, and Pacific States and Territories. With a Map of the best Route to the Gold and Silver Mines, and a complete Table of Distances; Also the United States Homestead Law, Mining Laws of the respective States, etc., etc. By Edward H. Hall. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 198.

This compilation, whose long Title Page conveys a good idea of its purpose, seems to be made with good judgment, and will find a welcome from all who travel by land or by water on the Pacific Slope. Our readers will find in it valuable information to supplement the meager statements made in the text books on Geography respecting our adopted home; and as such a reference book, we commend it to their attention.

THOUGHTS ON THE FUTURE CIVIL POLICY OF AMERICA. By John William Draper, M.D., L.L.D. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp 325.

Professor Draper herein publishes a course of four lectures delivered by him in New York, with large additions to set his thoughts more clearly before the world. His subjects are: The Influence of Climate, The Effects of Emigration, The Political Force of Ideas, and the Natural Course of National Development. All these topics are treated with a clearness of style and an amount of illustration, leaving little to be desired. Adopting to some extent the principles of Mr. Buckle's History of Civilization, and those more recently developed in his own work on Europe, he presents with great force his views of the civil policy of our country. While not in all respects, perhaps, to be relied upon, his theory is probably the most plausible of any yet produced for the consideration of the American people. A more handsomely printed volume we have rarely seen, for ordinary use.

MATRIMONIAL INFELICITIES. With an occasional Felicity by way of contrast. By an Irritable Man. To which are added as being pertinent to the subject, "My Neighbors," and "Down in the Valley." By Barry Gray. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 269.

Those who have read "My Married Life at Hillside," by the same author, recently noticed in the TEACHER, will read this new volume, as a matter of course. For others it may be well to say, that the author's aim seems to be the setting forth in an exaggerated form the spirit of fault-finding, which often mars the happiness of families, and hence, by way of contrast, to enforce the necessity of forbearance and tongue-control between husband and wife. We have had many a quiet laugh over the incidents and conversations recorded by Barry Gray herein as having occurred in his own experience.

ARTEMAS WARD: HIS TRAVELS. Part I, Miscellaneous. Part II, Among the Mormons, with comic Illustrations. New York: Carleton. San Francisco: H. H. Bancroft & Co. pp. 231.

We have not read this book through; that is a work of time. The papers of this author which are very comical if read for five minutes once a week in succession, become very serious if read by the hour as books of a different class may be. We therefore simply announce the publication of the travels, which include his experience in California and Nevada, so that any of our readers who admire Mr. "Ward," will know what to do in the premises. They can find a good supply at Mr. Bancroft's, we presume.

NATURAL HISTORY. A Manual of Zoölogy for Schools, Colleges, and the General Reader. By Sanborn Tenny, A.M., Professor of Natural History in Vassar Female College. Illustrated with over five hundred Engravings. New York: Charles Scribner & Co. San Francisco: A. Roman & Co. pp. 540.

This book is dedicated to all who believe that the leading facts and principles in Natural History should be taught in all the schools of this country. Having little confidence in our own ability to speak of its merits as a text book, we have requested one of our best teachers of Natural Science to examine it and give his opinion, but his report has not been received up to the time of going to press. We hope to have it for the next number of the TEACHER. Speaking of it as a "general reader," we should pronounce it a convenient work, of more than ordinary value for a teacher to have on his desk. It is clear in style, and profusely illustrated. The publishers have fully sustained their well-earned reputation in its general appearance. The author announces his intention to favor us with a smaller volume for introduction as a text book in our public schools. We think it is needed there.

THE WORKS OF WILLIAM SHAKESPEARE. The Plays edited from the Folio of 1623, with various readings from all the Editions and Commentators, Notes, Introductory Remarks, a Historical Sketch of the Text, an account of the Rise and Progress of the English Drama, a Memoir of the Poet, and an Essay upon his Genius. By Richard Grant White, Vol. I. Boston: Little, Brown & Co. San Francisco: A. Roman & Co. pp. 556.

Long looked for, come at last. The first volume contains all the matter described on the title page except that pertaining to the individual plays. The memoir is the most satisfactory we have ever seen of Shakespeare. The essays are full of valuable information. Every lover of the great dramatist should procure this edition in twelve volumes of perfect typography, and as nearly perfect editing as the world has seen. Messrs. Roman & Co. have promptly completed the gift which made the editor of the TEACHER happy at the last Christmas time, by adding this first volume of Shakespeare to the eleven then transferred from their well-filled shelves to him, his heirs and assigns forever.

DANTE, AS PHILOSOPHER, PATRIOT, AND POET. With an Analysis of the Divina Commediá, its Plot and Episodes. By Vincenzo Botta. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 413.

Our teachers will find in this handsomely-printed volume much to aid them in understanding the character and the words of the greatest of Italian poets. They should familiarize themselves with the few great names of literature. Much of the time now wasted in cursory reading could be made of great professional service by giving it to the study of "the few—the immortal names that were not born to die." Of these names Dante is one. Born at Florence just six hundred years ago, he suffered during a long life, and then passed away from earth leaving the Divina Commediá as his monument for all ages. Prof. Botta has simply set forth the leading facts in his life, the leading principles of his philosophy, and then the principle points in his great poem, from which he furnishes liberal translations. We trust the book will receive the welcome from our readers which it deserves.

THE

CALIFORNIA TEACHER.

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THE DUTY OF LEGISLATORS.

The Legislatures of 1863 and 1864 legislated wisely and judiciously in relation to the public school system of this State. During the past two years the schools have made great progress. Legislation must go hand in hand with the efforts of teachers and school officers. The present Legislature can greatly increase the efficiency of the public schools by the enactment of several necessary amendments to the school law.

The Superintendent of Public Instruction has prepared a carefully drawn school bill, which will be submitted to the committees on education and to the action of the Legislature. This bill has been submitted to the most careful scrutiny of a Convention of County Superintendents; has been examined and approved by the leading educators and teachers of the State, and deserves the careful consideration of the Legislature. Its provisions relate mainly to the details of school government, and the duties of school officers, concerning which County Superintendents and teachers ought to be competent judges.

It provides for increasing the minimum rate of county school tax to three dollars per census child, not to exceed thirty-five cents on a hundred dollars. This has been recommended by the Governor of the State in his annual message.

It provides for a State Board of Education of ten members, who

shall have power to make general rules and regulations for the schools, and to prepare a course of study, for the purpose of securing uniformity in methods of instruction. It provides for granting Life Diplomas to teachers who have distinguished themselves by long experience in teaching. This the teachers demand as a right, and it must be granted.

This bill does not embody all we could desire; but it is probably about up to the standard of popular opinion in the State, and being both moderate and reasonable in its provisions, we hope to see it passed without objection.

The report of the State Superintendent, while it is a more lengthy document than most of the former reports of Department of Instruction, is brief compared with the reports of most other States. A sufficient number of copies ought to be ordered printed to supply each Board of Trustees and each teacher with a copy. In 1863, two thousand copies were allowed the State Superintendent for distribution, and two thousand three hundred and twenty copies were ordered for the Legislature. If the biennial report of the Superintendent is what it ought to be, it will be good economy to give it an extensive circulation. School trustees receive no pay for their services, and they ought at least to have the compliment of one copy of the Biennial Report of the Department of Instruction.

The increase of taxation asked by the school bill is so slight that it only touches some ten or twelve counties in the State, and is next to asking nothing at all.

It is our opinion that the half mill tax ought to be doubled to give a State revenue of one dollar per child. We think public opinion is ready for the measure, and that it is for the material interests of the State to levy it. We are aware it will meet with opposition, for capital is conservative and dislikes taxation, but the people are progressive and demand it.

Maryland has provided for a State tax of THREE MILLS on the dollar for the support of FREE SCHOOLS, and cannot California pay two-thirds as much as a State which has but just organized its school system? Does not this fact tell volumes of the progress of opinion during the Great Rebellion?

West Virginia provides for maintaining free schools *six months* in the year, and California only *five months*. South Carolina will soon

be in advance of us if our legislators do not enlarge the horizon of their ideas.

If we are correctly informed the State Superintendent has recommended the passage of a joint resolution instructing the California delegation in Congress to favor the organization of a National Bureau of Instruction. We call attention to an able article on that subject in the present number of this journal, and to the proceedings of the Massachusetts State Association of Teachers.

TEACHING AND TEACHERS.

We think the course of study in many of our grammar and ungraded schools could be much improved. One-half the time in all the schools is devoted to arithmetic—that grand hobby of American schools, and of Yankee teachers—while penmanship, drawing, spelling, physiology, history, and the use of the English language, receive comparatively little attention. The *crack* classes are the *arithmetic* classes, and the merits of a whole school not unfrequently rise or fall with the exploits of the first class in arithmetic on "examination day."

Arithmetic is well enough in its place, but the sky is not a blackboard, nor are mountains all made of chalk. Children have faculties other than that of *calculation*, and they need to be exercised on appropriate subjects.

Is it not quite as important that a boy of fifteen be able to write a neat, well-spelled letter, as to "explain the reason of the rule for extracting cube root?" Might not the girls learn the elements of botany, admire flowers a little more, and arithmetic a little less? Could not the boys, who devote two hours a day for ten years to arithmetic, spare a little of that time to learn enough of natural history to be able to tell the difference between a hippopotamus and a rhinoceros, a condor and a gray eagle, or a fish and a quadruped? Ought not both boys and girls learn enough of physiology and hygiene to understand the common laws on which health depends? Ought not a boy of fifteen, when he leaves school, to be able to keep a common, plain, workingman's account book?

Practical men would say all these things were quite as important

as complicated problems in arithmetic, or complex analysis in grammar, or endless pages of geography. A natural system of training little children would lead them to use their senses for gaining a knowledge of common things in addition to reading and spelling. The perceptive and expressive faculties need training as well as the reasoning and reflective. It is quite as important that some practical and useful information be imparted at school, as that the "mind should be disciplined." The physical nature should be cared for, and the *soul* needs expansion and development quite as much as mind or body.

The best teachers are not those who can cram the most mathematics into the heads of their pupils, or hitch on the longest trains of ponderous verbatim recitations to the smart teams of fast classes; but those who can win the love and touch the hearts—awaken the sympathies of unfolding manhood and womanhood. Feeling, affection, and sympathy, are better teachers than cold, clear, sharp, cutting intellect. The truest and best teaching is something intangible—an electric fire, an imponderable agent which cannot be gauged by the figures and per centages of examining committees. A teacher with a great heart is better than one with a great head. It will always be so while children have souls as well as brains.

Many of our best female teachers never pass brilliant examinations: their column of "per centages" is always low; but a great heart, womanly tact, love, and kindness, place them high up on the scale of true teachers. The highest teaching is that which influences manner, stamps the character, and electrifies the whole nature. It cannot be reduced to mathematical system. It will not be limited to so many pages per term, of arithmetic, or grammar, or geography. It is the intangible Aurora which plays over the sky of the school-room until one gorgeous glow rests upon the firmament of childish faces.

Bunglers may think that a school is a complicated mechanism of wheels and pivots—a weekly clock which the teacher has only to "wind up" and then watch its running; but in truth, each individual unit of humanity is a living harp, ready to breathe forth harmonious music, if touched by the skillful fingers of a master hand.

Would you have the teacher an organ grinder, or an automaton chess-player, or a Babbage mathematical calculator?

GOV. LOW'S MESSAGE ON PUBLIC SCHOOLS.

The report of the Superintendent of Public Instruction is a valuable and instructive document. Devoted, as it is, to details concerning the education of the children of the State, it cannot fail to interest those who are intrusted with the duty of legislating for the people, as well as all who are concerned in our present and future welfare. It will show them that the cause of education has not been neglected; that constant advancement is being made in practical facilities for teaching the young, and that the annual amount contributed in various ways by the people for the support of schools is largely on the increase.

The Superintendent states that there are in California 142,942 persons under twenty-one years of age. Of this number there are 95,067 between the ages of four and eighteen; 41,376 are set down as attending public schools; 12,478 attend private schools; and 20,441 attend no schools. The total amount received for school purposes in 1865 is $867,406.69, an increase over the receipts of 1863 of $286,350.92.

There are in the State a total of nine hundred and forty-seven schools, and eight hundred and eighty-five school-houses, of which latter number sixty-nine are rented. Eleven hundred and fifty-five teachers are reported as having been employed during the year. There are eight schools for colored children, with an attendance of two hundred and seventy-eight.

There are now on deposit with the State Treasurer, belonging to the School Fund, seven per cent. bonds of the State amounting to $665,000. A balance is also due the School Fund on warrants of $31,020, making the total assets belonging to this fund $696,020, on which the annual interest is $48,721.40. The fund will be further increased by annual receipts from sales of lands donated for this purpose.

I desire to call the attention of the Legislature to the fact that the minimum price of all the land belonging to the United States, within twenty miles on either side of the Central Pacific Railroad, is fixed at two dollars and fifty cents per acre, and the railroad company is prohibited by law from selling any land donated to it at a less price. I would suggest the propriety of such alteration in

existing laws providing for the sale of the sixteenth and thirty-sixth sections as will fix the price within the boundaries mentioned, at the same rate as that charged by the United States and the railroad company.

I concur in the recommendations of the Superintendent that the half mill tax of the State for school purposes be continued, and that the minimum county tax be increased to three dollars for each scholar, provided the *ad valorem* rate shall not exceed twenty-five cents on each one hundred dollars of taxable property.

The Normal School has increased in usefulness during the last two years, and has fully demonstrated the fact that it is an indispensable auxiliary in the educational plan of the State.

To the student in political economy, and to him whose inquiries lead into the hidden sources of State and National wealth, there are no pages of history so fraught with interest as those which treat of the comparative progress of various countries, whose advancement has been hastened or retarded by attention to or neglect of proper educational facilities for the young. In Europe—England and Spain, Prussia and Italy, present notable contrasts when their progress is studied in this connection. Crossing to this side of the Atlantic we are told that one of the earlier Governors of Virginia, in reply to questions as to the condition of his colony, said: "I thank God there are no free schools or printing presses here, and I hope there will be none for a hundred years." About the time this remark was made the first steps were being taken to establish in the neighboring colony of Massachusetts the college at Cambridge, already endowed by the liberal minded and far-seeing Harvard. How instructive is the field of reflection here opened as the mind follows for two centuries the development of those great States, started upon foundations so similar, yet developed by principles so antagonistic. Virginia's motto has been: the ignorance of the many promotes the well being of the few—while Massachusetts, from her infancy, has proclaimed to the world the great truth that knowledge is power. The teachings inculcated by the experience of these two commonwealths—their relative progress in christianity and civilization—in the sciences, and in the arts—their average wealth and intellectual advancement, unfold to our newer States no higher truth than that the public welfare is induced in no other way so thoroughly as by judicious investments in common schools.

[For the California Teacher.]

BOTANY OF CALIFORNIA.

BY PROF. WOOD.

To the Teachers of California:

A VETERAN in the service, after thirty-five years devoted mostly to the profession which you have chosen, in full sympathy with your pains and pleasures, at length arrives among you from the East. A good Providence has determined, provided for, and guided his long journey to this coast, and so realizes to him a life-long wish and prayer. Twenty years ago he ventured "for the use of schools" a book—a compendium of the Botany of New England and New York. Out of the necessities of his own pupils this book was nurtured and grew. It was a pioneer work—the first *of its kind*—and hence met a reception cold enough from publishers, but warm, from the schools. A hundred editions succeeded in the next fifteen years, during which, flora after flora was added until the Botany of New England had become the Botany of all the States east of the Mississippi, including its valley and Canada. Thenceforward, the author, still enamored of his pursuit, although on the declining side of life, has looked to the shores of the Pacific as the field of his remaining labors. But war forbade him to leave his agonized home. His own son was in the strife, and he must await the issue. The issue came, thank God, in the triumph of Liberty and Law. The last obstacle is removed, and I hasten to the lands of the setting sun to study the works of God. Here, already at home with you, I roam at will in valley and mountain, ranch or scrub, gathering the native flowers of this strange and wonderful region.

The work which I have now undertaken is great—an over-task for the single year to which my time seems limited. Concerning these complex Floras I have yet everything to learn. I came among you, fellow teachers, more ignorant on this point than the youngest among you. I propose to acquaint myself with tree, shrub, and bush, from the "Father of the Forest" to the "Wild Oat," and if God will, to interpret these beauteous works of His to the comprehension of men as I have done for the older States.

This is my work, my calling, viz.: to popularize the results of science, whether wrought out originally by the labors of others or by my own. I make this statement not merely to proclaim my intentions, *but to ask your encouragement and assistance.* No man is equal to this task, unless through the coöperation of every lover of science throughout the entire field.

Practically, then, I would solicit contributions of both specimens and information from every teacher and every botanist throughout the State. Let each observe the flowers that bloom in his or her daily pathway, and secure the fairest specimens of every species for the herbarium. Each specimen should represent both *leaves, flowers, and fruit*, and there should be at least six such specimens of each species of plant, viz.: two for yourself, two for me, and two for a public or State Herbarium. As to the preparation of specimens, a word must suffice. Dry them rapidly in an abundance of libulous paper, under pressure, by a moderate artificial heat or in the sunshine; changing the paper as often as is necessary to preserve the natural colors of the plant. Let the ticket accompanying each species indicate the locality, the soil, time of flowering, hight, whether herb, shrub, tree, and whether erect, or a vine, or prostrate, etc. Communications may be forwarded to me, at any time, care of the office of this Journal.

A NATIONAL DEPARTMENT OF INSTRUCTION.

It is an old aphorism that "education forms the common mind." It is no less true that it is education that forms the national mind. For what is the *national* mind but the *common* mind. The word "common" is not here used in the sense of "inferior." It rather implies that which belongs to all. In the same sense we have the common rain, the common air, and the common sunshine. They are the heritage of all. They are Nature's great boon to the universal race. They are indispensable to the material life and health of every living thing.

And so education is the life of the human spirit. It is the vital air, the fertilizing shower, the genial sunshine, to the hoping, aspir-

ing, ever-expanding soul of man. It is the aliment of the common, that is to say, of the general mind, on which it grows and ripens into full vigor. It is education which creates the difference between the savage and the civilized, the pagan and the Christian, the ignorant and the learned, the rebellious and the loyal. In short, not only individual men, but nations and races of men, are made precisely what they are by educational influences. Every nation thus becomes the arbiter of its own destiny, the architect of its own fortune, either for weal or for woe. And education, popular education, the education of the common mind, is the Archimedean lever by which the nation may raise itself to command the universal respect of the world. In this noble work of self-elevation, the nation must make itself a potent agency. What belongs to the whole to do, cannot be properly done by a part. That which devolves upon the nation in its entirety, cannot and will not be achieved by a portion of the individual States. For the problem may be thus stated: Given a great people, required the means for securing to the greatest possible extent their intellectual, moral, social, and political elevation. These means must be commensurate with the magnitude of the end proposed. Hence the influence and power of the whole must be exercised for the benefit of the whole.

As a step toward securing a consummation so devoutly to be wished, we should establish a national bureau of public instruction. We should do for education what we are doing for agriculture, and the mechanic and inventive arts.

If such a department were to be established by the General Government, with an enlightened and zealous head to preside over it, its influence would soon be felt throughout the entire land. Among the functions of the bureau of public instruction, would be the gathering together of all the facts and statistics concerning the condition and progress of education in the various States and throughout the civilized world, and the distribution of the same in public documents among the people. It might require from the State departments of education full and comprehensive reports upon the specific topics. It might be the depository and patron of all improvements in the material aids to instruction, and the dispenser of the knowledge of such improvements among the promoters of the cause every where. It might in numerous ways aid

to develop a more decidedly national sentiment in behalf of general education. It might exert a powerful influence in the establishment of a course of study best adapted to the peculiar needs of the country. It might labor for the introduction into the schools of the people of such branches of study and such exercises as would foster a national spirit of patriotism. It might effect a greater degree of union, harmony, and concentration of effort, among those who, in the various States, are devoted to the cause of popular instruction. The establishment of such a department by the National Government would, in and of itself, constitute a most important step toward nationalizing education. It would be a distinct recognition on the part of the Government of its duty in this direction. Education would thus become a subject of national legislation; it would enter into the field of national discussion, and be recognized as an object of national interest by the people of all the States.—*American Educational Monthly.*

NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS.

A MEETING of the State Superintendents present at the National Teachers' Association, at Harrisburg, Pa., was held August 16th. Rev. B. G. Northrop, of Massachusetts, was elected President, and Rev. L. Van Bokkelen, of Maryland, Secretary. Questions of interest connected with the administration of State school systems were discussed, and the following committee appointed to memorialize Congress respecting the establishment of a National Bureau of Education: Rev. Dr. Van Bokkelen, of Maryland, Hon. C. R. Coburn, of Pennsylvania, and Hon. E. E. White, of Ohio.

It was voted to form a "National Association of School Superintendents," to be composed of those devoted to the supervision of schools in the several States and the larger cities of the country. The first meeting will be held at the City of Washington, D. C., on Tuesday, February 6th, 1866, at three o'clock, P.M.

For the purpose of introducing topics for discussion, with the results of mature investigation, papers will be read as follows:

1. *School Statistics:* Their value, the points of inquiry, and the mode of collecting them. By Hon. Chas. R. Coburn, State Superintendent, Pa.
2. *Practicability of Greater Uniformity in the School Systems of the different States.* By Rev. L. Van Bokkelen, State Superintendent, Md.
3. *National Bureau of Education.* By Hon. E. E. White, State Sup't, Ohio.
4. *Free High Schools an essential part of each State School System.* By Hon. J. White, Secretary of the Board of Education, Mass.
5. *Cost per capita of Education in the different States.*
6. *Leading features of a model State School System.*
7. *What are the Greatest Defects in the Existing Systems in the several States?*

The state of our country invites new efforts in behalf of the great cause of Public Instruction. Never, since the Christian era, has there been a more urgent demand for labor on the part of the friends of education, nor a more inviting field for results. In several States new systems are to be organized; in all, progress is needed. A free comparison of views as to defects existing and improvements needed, on the part of those who have had the largest experience and the widest observation, promises to make the meeting in Washington one of rare interest and value.—*Ohio Educational Monthly.*

ALLEN'S PRIMARY GEOGRAPHY.

We have watched the success of this book, now being subjected to the test of actual use in our schools, with peculiar interest. We at first approved of the plan and admired the manner of its execution; still we feared that the teachers in our primary schools, untrained as most of them are in rational methods of teaching, would fail to catch its spirit, and that the practical result of its use would be the mere *memorizing* of its pages. Our advertising pages present strong evidence that the "Beautiful Primary" is standing the test of the school-room, especially when used by thinking, progressive teachers. We rejoice in this, because if the children in our schools *must* study a text-book to get their first ideas of geography, we think it should commence with something a little less than "a description of the earth."

Our objections to the use of primary geographies in our schools as a means of giving the child its *first lessons* in geography, are

based, in part, on the character of the facts which these books present. They ignore "home geography" with its *primary* facts, and give an outline of the great Earth and of the grand features of its surface—objects beyond the comprehension of little children. As is well known to our readers, we believe that the first lessons in geography should relate to the child's little *world of home*, and that no primary geography is worthy the name that does not present to the teacher a complete and practical guide in such instruction. We also believe that this instruction can best be given orally—a good "Syllabus" being used by the teacher as a guide. The use of even Allen's Primary Geography, which is based upon the above idea, should be preceded by a thorough course of oral instruction. The child should at first study *things* instead of *words*.—*Ohio Educational Monthly.*

FREEDOM.

[FOR DECLAMATION.]

WHO ever heard of any man reciting a poem to slavery? But if you want the noblest and most inspiring poems, save those from Heaven, read Milton, read Shelley, read Homer, read Halleck, read Bryant; above all—read Shakspeare. There are poets who sell themselves, with venal spirit, to flatter in the atmosphere of courts; but even they, seduced by the pomp and brilliancy of fashion, cannot break into praise of slavery. They may praise the despot himself, but the iniquity of slavish servitude they dare not crown with song. The hauteur of the poet will not allow it, and his hand trembles, falters, and is palsied ere he attempt to sweep it in such praise across the lyre of song. But when you talk to him of freedom, the lip of the poet quivers with inspiration; his heart glows, and the numbers break out as the stream dashes from the mountain top to seek the valley below—bright, clear, sparkling, FREE. And are you ashamed to march in that procession? Shall reproach, shall malignant slander, shall base misrepresentation make you hesitate? For me, at least, no; a thousand times, no! Where my youth has trod, my manhood and my age shall march. I am not ashamed to wheel into that great procession. I love freedom better than slavery. I will speak her words; I will listen to her music;

I will acknowledge her impulses; I will stand beneath her flag; I will fight in her ranks; and, when I do so, I shall find myself surrounded by the great, the wise, the good, the brave, the noble of every land. If I could stand for a moment upon one of your high mountain tops, far above all the kingdoms of the civilized world, and there might see, coming up, one after another, the bravest and wisest of the ancient warriors and statesmen, and kings, and monarchs, and priests; and if, as they came up, I might be permitted to ask from them an expression of opinion upon such a case as this, with a common voice and in thunder tones, reverberating through a thousand valleys, and echoing down the ages, they would cry: "LIBERTY, FREEDOM, THE UNIVERSAL BROTHERHOOD OF MAN!" I join that shout; I swell that anthem; I echo that praise forever, and forever more.—*Extract from Baker's Forest Hill Speech.*

NATIONAL EDUCATION.

IT is time to start the discussion of the great question, whether the United States should constitutionally establish a system of national education on purely democratic republican principles, namely: free schools, free colleges, and free universities—a Bureau of Education at Washington, with a minister of public instruction, who shall be a member of the Cabinet.

If God has given us the wisdom and power to do what we have done, and to make our country what it is, he has given us the wisdom and power to inaugurate a system of means by which we can keep advancing till we have taken our place at the head of the nations, with a system of universal education which shall be a model to every people on the earth. This can be done within the next ten years, when our Constitution shall have been altered and peacefully established. Never since the Christian era has such a nation had such a chance of doing such a work—the most glorious work that can be performed by men. I have no silly prejudice for my own particular system. All I wish is to see *the true system* bringing its omnipresent, almighty, and all-mereiful power *to educate physically, intellectually, and morally, every child born within our Union*, thus doing the just thing to every human mind, and the best thing for the common republic.—*Charles Brooks.*

[For Select Reading.]

THE END OF THE WAR.

BY OLIVER WENDELL HOLMES.

Four summers coined their golden light in leaves;
Four wasteful autumns flung them to the breeze;
Four winters wore the shroud the tempest weaves;
The fourth wan April wept o'er hill and vale.

And still the war clouds scowled on sea and land,
With the red gleams of battle staining through,
When lo! as parted by an angel's hand
They open, and the heavens again are blue.

Which is the dream, the present or the past?
The night of anguish or the joyous morn?
The long, long years with horrors overcast,
Or the sweet promise of the day new-born?

Tell us, O father, as thine arms enfold
Thy belted first-born in thy fast embrace,
Murmuring the prayer the patriarch breathed of old;
"Now let me die, for I have seen thy face!"

Tell us, O mother!—nay, thou can'st not speak,
But thy fond eyes shall answer, brimmed with joy—
Press thy mute lips against the sunbrowned cheek;
Is this a phantom—thy returning boy?

Tell us, O maiden!—ah! what canst thou tell
That Nature's record is not first to teach?
The open volume all can read so well,
With its twin crimson pages brim full of speech.

And ye who mourn your dead—how sternly true
The cruel hour that wrenched their lives away,
Shadowed with sorrow's midnight veil for you,
For them the dawning of immortal day!

* * * * * * *

Peace smiles at last; the nation calls her sons
To sheath the sword; her battle flag she furls,
Speaks in glad thunders from the unshotted guns,
And hides her rubies under milk-white pearls.

O ye that fought for freedom, living, dead,
One sacred host for God's annointed queen,
For every holy drop your veins have shed
We breathe a welcome to our bowers of green!

Welcome, ye living! from the foeman's gripe
Your country's banner it was yours to wrest.
Ah, many a forehead shows the banner-stripe,
And stars, once crimson, hallow many a breast.

And ye, pale heroes, who from glory's bed
Mark when your old battalions form in line,
Move in their marching ranks with noiseless tread,
And shape unheard the evening countersign,

Come with your comrades, the returning brave;
Shoulder to shoulder they await you here;
These lent the life their martyr-brothers gave—
Living and dead alike forever dear.

THE RETURN.

"THREE years! I wonder if she'll know me!
I limp a little, and I left one arm
At Petersburg; and I am grown as brown
As the plump chestnuts on my little farm;
And I am as shaggy as the chestnut burrs,
But ripe and sweet within, and wholly hers.

The darling! how I long to see her!
My heart outruns this feeble soldier pace;
But I remember, after I had left,
A little Charlie came to take my place;
Ah! how the laughing three-year-old brown eyes
(His mother's eyes) will stare with pleased surprise!

Sure, they'll be at the corner watching!
I sent them word that I should come to-night;
The birds all knew it, for they crowed around,
Twittering their welcome with a wild delight;
And that old robin, with a halting wing,
I saved her life three years ago last spring.

Three years—perhaps I am but dreaming,
For, like the pilgrim of the long ago,
I've tugged a weary burden at my back,
Through summer's heat and winter's blinding snow,
Till now I reach my home, my darling's breast,
There I can roll my burden off—and rest."

* * * * * * *

When morning came the early rising sun
Laid his light fingers on a soldier sleeping
Where a soft covering of bright green grass
Over two lowly mounds was lightly creeping,
But waked him not; his was the rest eternal,
Where the brown eyes reflected love supernal.

Department of Public Instruction.

NATIONAL LINCOLN MONUMENT.

STATE OF CALIFORNIA.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, Jan. 1st, 1866.

Circular to County Superintendents, City Superintendents, Public School Trustees, Teachers, and Pupils of the Public Schools in the State of California:

THE August number of the CALIFORNIA TEACHER, the official organ of the Department, published in full an official circular from the Hon. Newton Bateman, Superintendent of Public Instruction of the State of Illinois, inviting the public schools to join in a national contribution of the Public Schools of the Union, for the purpose of erecting a national monument to the memory of Abraham Lincoln. For various reasons it was thought advisable not to propose any plan of organization in this State, until after the meeting of the State Teachers' Institute, in September. By resolution of that Institute the subject was referred to the State Superintendent, to recommend some plan of securing subscriptions.

To the eloquent circular of Mr. Bateman, I need add nothing except that the measure meets my heartiest approbation, and that I am confident both teachers and pupils will feel it a patriotic privilege to unite in honoring the memory of the great man so dear to the American people.

I recommend the following plan of action by the Public Schools of this State:

Let all subscriptions by public-school children be limited to ONE DIME, so that the poorest child may be able to contribute as much as the richest, and that no envious feelings be excited by the amount contributed. Abraham Lincoln was a man of the people, and let the children of the people share equally in honoring his memory. The object of the contribution is not so much to secure money, as to touch the chords of patriotism, by honoring the mem-

ory of one who served his country with so true a purpose and so sublime a faith. Let the names of all school children who contribute ten cents for the fund, be enrolled on a page of the "General Record" of the *State School Register*, under the heading "SUBSCRIBERS TO THE NATIONAL LINCOLN MONUMENT."

Let the teachers contribute whatever sum they may choose to give. It is hoped that most who hold "State Diplomas" will secure a life-membership certificate by contributing the sum of ten dollars in national currency. It is desirable that subscriptions be taken during the month of January.

Teachers will enter on the State School Registers the amount contributed, and forward the money to their County or City Superintendent, who will give a receipt for the amount, and enter the same on a record to be preserved in this office. During the month of January the County Superintendent will forward all sums so received, to the Superintendent of Public Instruction, with the name of each school contributing, the name of the teacher, and amount raised. All sums received by the State Superintendent, will be acknowledged in the pages of the CALIFORNIA TEACHER.

The Superintendent of Public Instruction of the State, will forward the contribution of California to the State Superintendent of Illinois, who will see that credit is given on the official records of the association, and that proper recognition is furnished under seal of the association, by certificate, diploma, or otherwise.

This plan is submitted to the teachers and school officers of California, with the hope that it may meet their general approval. Let the teachers be interested, and a great majority of the school children of this State may have the proud satisfaction of uniting with the great army of three millions of public-school children on the other side of the continent, in honoring the illustrious dead.

The year which is soon to close, has brought peace to the nation, prosperity to the people, and a stronger faith in our American system of free schools: in what more appropriate manner can we manifest our gratitude, than by uniting to do honor to the memory of a man, the influence of whose life and character in favor of human rights has been so mighty in our own land, and which will be felt as a great power in all future time, through the whole civilized world.

JOHN SWETT,
Sup't of Public Instruction.

SEMI-ANNUAL APPORTIONMENT OF SCHOOL FUND.

OFFICE OF CONTROLLER OF STATE,
Sacramento, Dec. 20th, 1865.

To the Board of Education of the State of California—

GENTLEMEN: In accordance with law, I herewith submit a statement of the securities belonging to the Public School fund, together with the amount of money accruing to said fund on first January, 1866.

The securities are as follows: Fifty-nine thousand ($59,000) dollars in 7 per cent. Soldier Relief Bonds; six hundred and six thousand ($606,000) in 7 per cent Civil Bonds of 1857; thirty-one thousand and twenty ($31,020) dollars Unfunded Scrip, due School Fund.

The amount of money accruing to School Fund on first of January, 1866, and subject to apportionment, is as follows:

Interest on Unfunded Scrip, $31,020, from July 1, '65, to Jan. 1, '66	$1,085 70
Interest on Soldier Belief Bonds, in hands of State Treasurer	2,555 00
Interest on Civil Bonds of 1857, in hands of State Treasurer	21,210 00
One-half am't rec'd from State Poll Tax July 1, to Dec. 20, '65	35,042 38
Interest on sales State School Lands	16,924 21
Apportionment of Property Tax (5c. on each $100 value)	55,956 73
Making a total of	$132,774 02

One hundred and thirty-two thousand seven hundred and seventy-four dollars and two cents.

Very respectfully,

GEO. OULTON,
Controller.

JANUARY SEMI-ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND, JAN. 1st, 1866.—Number of children entitled to apportionment, 95,137. Amount per child, $1.39.

DISTRICTS ENTITLED TO APPORTIONMENT.

Alameda County.—Alameda, 131; Alvarado, 113; Alviso, 80; Bay, 25; Brooklyn, 344; Centerville, 143; Eden Vale, 173; Encinal, 58; Eureka, 64; Lockwood, 49; Mission San José, 96; Mowry's Landing, 84; Mission Peak, 28; Murray, No. 1, 54; Oakland, 771; Ocean View, 102; Peralta, 67; Pleasanton, 102; Redwood, 34, San Lorenzo, 100; Suñol, 14; Tamiseal, 76; Union, 188; Washington, 43; Warm Springs, 81; total, 3,020 children: $4,179.80.

Alpine County.—Everett, 91; Franklin, 99; Lincoln, 64; Webster, 70; total, 324 children: $450.36.

Amador County.—Amador, 96; Aqueduct City, 34; Buckeye Valley, 40; Buena Vista, 74; Clinton, 44; Drytown, 80; Fiddletown, 128; Franklin, 55; Forest Home, 77; Ione City, 155; Jackson, 214; Jackson Valley, 51; Lancha Plana, 77; Mountain Springs, 33; Milligan, 32; Oneida, 36; Puckerville, 64; Pine Grove, 65; Sutter Creek, 186; Union, 95; Union Church, 58; Upper Rancheria, 53; Van Winkle, 22; Volcano, 101; Williams, 45; Willow Springs, 71; Washington, 88; total, 2,074 children: $2,882.86. Van Winkle, supplemental, 26 children: $51.48.

Butte County.—Bangor, 46; Bidwell, 53; Butte Valley, 90; Central House, 33; Cherokee, 97; Chico, 285; Dayton, 76; Delaplain, 69; Evansville, 47; Eureka, 37; Forbestown, 49; Hamilton, 47; Kimshew, 69; Live Oak, 81; Lone Tree, 33; Mesilla Valley, 44; Morris' Ravine, 26; Mountain Spring, 51; Mud Creek, 80; Oroville, 291; Oregon City, 42; Pine Creek, 91; Rio Seco, 50; Rock Creek, 98; Salem, 27; Stoneman, 24; Union, 32; Upham, 25; West Liberty, 30; Wyandotte, 94; total, 2,117 children: $2,942.63.

Calaveras County.—Altaville, 85; Angel's, 165; Brushville, 143; Camanche, 86; Campo Seco, 133; Cave City, 72; Chili Gulch, 101; Copperopolis, 322; Douglas Flat, 84; Mokelumne Hill, 312; Mosquito Gulch, 49; Murphy's, 275; Negro Gulch, 50; Petersburg, 90; Pleasant Springs, 31; San Andreas, 231; Telegraph City, 86; Upper Calaveritas, 95; Valleeito, 118; West Point, 95; total, 2,623 children: $3,645.97.

Colusa County.—Butte Creek, 14; Colusa, No. 1, 87; Franklin, 74; Grand Island, No. 1, 37; Grand Island, No. 2, 71; Grindstone, 33; Indian Valley, 36; Marion, 48; Princeton, 21; Plaza, 41; Stony Creek, 26; Union, 71; total, 559 children: $777.01.

Contra Costa County.—Alamo, 103; Amador Valley, 24; Antioch, 76; Carbondale, 27; Central, 61; Excelsior, 25; Green Valley, 47; Iron House, 29; La Fayette, 81; Liberty, 35; Martinez, 157; Mt. Diablo, 97; Mt. Pleasant, 74; Morago, 37; Morgan Territory, 26; Oak Grove, 51; Pacheco, 199; Pinole, 93; Pleasant Hill, 35; Rodeo Valley, 69; San Pablo, 194; San Ramon, 82; Summerville, 123; Tassajara, 47; Washington, 67; Willow Spring, 45; total, 1,904 children: $2,646.56.

Del Norte County.—Bradford, 16; Crescent, 136; Happy Camp, 28; Rowdy Creek, 35; total, 215 children: $298.85.

El Dorado County.—Buckeye Flat, 106; Blair's, 76; Cedarville, 29; Carson Creek, 31; Clarksville, 64; Cold Springs, 58; Coloma, 131; Deer Creek, 31; Diamond Springs, 147; Dry Creek, 43; El Dorado, 191; French Corral, 43; Georgetown, 159; Greenwood, 50; Green Valley, 55; Indian Diggings, 37; Jay Hawk, 57; Kelsey, 65; Latrobe, 127; Missouri Flat, 48; Mountain, 48; Mount Gregory, 27; Mount Aukum, 55; Musquito, 21; Natoma, 15; Negro Hill, 29; Newtown, 31; Oak Hill, 93; Pilot Hill, 56; Placerville, No. 1, 88; Placerville City, 562; Pleasant Valley, 59; Reservoir Hill, 85; Salmon Falls, 74; Smith's Flat, 71; Spanish Dry Diggings, 33; Tennessee, 43; Union Town, 91; Gold Hill, 49; total, 3,078 children: $4,278.42.

Fresno County.—Kingston, 55; Scottsburg, 120; total, 175 children: $243.25.

Humboldt County.—Arcata, 186; Bucksport, 58; Eel River, 52; Eureka, 244; Ferndale, 85; Grizzly Bluff, 52; Hydesville, 63; Mattole, 71; Slide, 34; Table Bluff, 64; Van Dusen, 20; total, 929 children: $1,291.31.

Klamath County.—Klamath, 57; total, 57 children: $79.23.

Lake County.—Big Valley, 73; Excelsior, 91; Franklin, 39; Kelsey Creek, 105; Lake Port, 67; Lower Lake, 106; Pleasant Grove, 89; Upper Lake, 93; total, 663 children: $921.57.

Lassen County.—Janesville, 56; Lake, 38; Long Valley, (no apportionment); Milford, 26; Richmond, 32; Soldiers' Bridge, 24; Susan River, 52; Susanville, 102; total 330 children: $458.70.

Los Angeles County.—El Monte, 272; Green Meadows, 150; Los Angeles, 1,188; Los Nietos, 254; Old Mission, 102; Puenta, 181; San Gabriel, 129; Santa Anna, 235; Wilmington, 150; total, 2,661 children: $3,698.79.

Marin County.—American Valley, 70; Aurora, 63; Bolinas, 92; Chileno Valley, 61; Dixie, 153; Franklin, 67; Halleck, 22; Novato, 35; Olema, 72; San Antonio, 59; San Quentin, 19; San Rafael, 137; Sausalito, 63; total, 913 children: $1,269.07.

Mariposa County.—Bear Valley, 54; Carthey's Valley, 90; Coulterville, 160; Hornitos, 175; Mariposa, 198; Princeton, 85; Quartzburg, 93; Sebastopol, 65; total, 920 children: $1,278.80.

Mendocino County.—Anderson, 96; Big River, 65; Buchanan, 103; Calpella, 99; Central, 58; Counts, 83; Garcia, 25; Gaskell, 57; Gualala, 24; Little Lake, 55; Little River, 72; Long Valley, 70; Potter Valley, 51; Punta Arena, 42; Sanel, 56; Ukiah, 195; Union, 72; Upper Little Lake, 49; total, 1,272 children: $1,786.08.

Merced County.—Jackson, 52; Jefferson, 214; Merced Falls, 41; Pioneer, 81; total, 388 children: $539.32.

Monterey County.—Alisal, 105; Carmelo, 141; Carrollton, 140; Lindley, 84; Monterey, 478; Natividad, 108; San Antonio, 104; San Juan, 403; Springfield, 56; Tembladera, 48; total, 1,667 children: $2,371.13.

Napa County.—Buchanan, 106; Carneros, 51; Cherry Valley, 46; Chiles, 60; Franklin, 20; Howard, 45; Hot Spring, 32; Jefferson, 74; Liberty, 64; Monroe, 72; Napa, 360; Pope Valley, 52; Redwood, 48; Suscol, 87; St. Helena, 212; Soda Cañon, 35; Tucker, 67; Wooden Valley, 56; Yount, 36; total, 1,523 children: $2,116.97.

Nevada County.—Allison Ranch, 156; Chalk Bluff, 93; Columbia Hill, 70; Clear Creek and Penn, 74; Cherokee, 58; Eureka, 154; Forest Spring, 201; French Corral, 145; Grass Valley, 838; Kentucky Flat, 41; Little York and Lowell, 54; Mooney Flat, 40; Nevada, 566; North San Juan, 167; North Bloomfield, 62; Oakland, 137; Omega, 57; Pleasant Valley, 49; Rough and Ready, 105; Spencerville, 53; Sweetland, 86; Washington, 53; total, 3,259 children: $4,530.01.

Placer County.—Auburn, 133; Coon Creek, 38; Dry Creek, 57; Dutch Flat, 205; Forest Hill, 189; Franklin, 50; Gold Hill, 74; Gold Run, 37; Illinoistown, 60; Iowa Hill, 114; Last Chance, 45; Lisbon, 31; Lincoln, 110; Lone Star, 13; Mad Cañon, 20; Michigan Bluff, 109; Mount Pleasant, 47; Neillsburg, 80; Newcastle, 66; Norwich, 35; Ophir, 77; Pleasant Grove, 16; Rattlesnake, 69; Rock Creek, 55; Smithville, 42; Stewart Flat, 45; Todd's Valley, 64; Union, 21; Washington, 17; Wisconsin Hill, 38; Yankee Jim, 70; total, 2,027 children: $2,817.53.

Plumas County.—Crescent, 122; Lincoln, 30; Mohawk, 86; Pioneer, 44; Quincy, 71; Spanish Peak, 61; Taylor, 112; Washington, 64; total, 590 children: $820.10.

Sacramento County.—American River, 80; Alabama, 72; American, No. 1, 32; American, No. 2, 32; Ashland, 42; Brighton, No. 1, 31; Brighton, No. 2, 71; Center, 17; Davis, 18; Dry Creek, No. 1, 54; Dry Creek, No. 2, 68; Excelsior, 44; Eagle Point, 19; Elder Creek, 47; Franklin, 118; Freeport, 38; Granite, 246; Grant, 45; Katesville, 59; Kinney, 93; Lincoln, 44; Laguna, 41; Live Oak, 118; Magnolia, 30; Michigan Bar, 86; Mokelumne, 53; Natoma, 47; Onisbo, 29; Prairie, 29; Pleasant Grove, 84; Pacific, 53; Richland, 66; Rhodes, 47; Sacramento City, 2,264; San Joaquin, No. 2, 56; San Joaquin, No. 3, 49; San Joaquin, No. 4, 61; Sutter, 98; Sylvan, 76; Union, 43; Viola, 69; Walnut Grove, 98; West Union, 50; Wilson, 38; White Rock, 75; total, 4,930 children: $6,852.70.

San Bernardino County.—American, 119; Mission, no apportionment; Mill, 72; Mount Vernon, 148; San Bernardino City, 324; San Salvador, 232; San Timoteo, 74; Santa Anna, 56; Warm Spring, 140; total, 1,165 children: $1,619.35.

San Diego County.—San Diego, No. 1, 393; total, 393 children: $546.27.

San Francisco County.—San Francisco City and County, 20,581; total, 20,581 children: $28,607.59.

San Joaquin County.—Athearn, 26; Alpine, 63; August, 36; Castle, 71; Charity Dale, 37; Chartville, 48; Columbia, 49; Davis, 40; Douglass, 55; Dry Creek, 57; Delphi, 76; Elk Horn, 62; Enterprise, 16; Everett, 33; French Camp, 65; Franklin, 44; Fairview, 20; Greenwood, 66; Gard, 31; Henderson, 39; Harmony Grove, 55; Houston, 51; Linden, 98; Liberty, 74; Live Oak, 59; Lafayette, 42; Lockeford, 72; Lincoln, 31; Moore, 60; Madison, 71; Moulder, 34; Mokelumne, 68; Mount Carmel, 82; McKanny, 58; North, 82; Rigdon, 24; River, 22; Stockton, 941; Stanislaus, 61; Salem, 36; Shady Grove, 44; San Joaquin, 46; Telegraph, 56; Turner, 42; Union, 150; Vineyard, 181; Van Allen, 57; Wood, 68; Wildwood, 63; Washington, 29; Weber, 102; Well, 32; Zinc House, 27; total, 3,852 children: $5,354.28.

San Luis Obispo County.—Mission, 403; San Simeon, 152; total, 555 children: $771.45.

San Mateo County.—Belmont, 31; Half-Moon Bay, 166; Laguna, 69; Purissima, 126; Redwood City, 206; Sand Hill, 85;

San Mateo, 116; Searsville, 100; Union, 44; Woodside, 28; total, 971 children: $1,349.69.

Santa Barbara County.—Montecito, 191; San Buenaventura, 500; Santa Barbara, 757; total, 1,448 children: $2,012.72.

Santa Clara County.—Adams, 65; Alviso, 88; Berryessa, 92; Braly, 64; Burnett, 57; Calaveras, 28; Cambrian, 64; Evergreen, 154; Franklin, 53; Gilroy, 99; Guadaloupe, 133; Hamilton, 58; Hester, 88; Hill, 349; Jefferson, 60; Jackson, 64; La Fayette, 16; Live Oak, 52; Lexington, 58; Los Gatos, 17; Lincoln, 44; Laguna, 30; Milpitas, 71; Mountain View, 147; Mayfield, 112; Milliken, 64; Moreland, 77; Mission Peak, 7; Mount Pleasant, 24; New Almaden, 153; Oak Grove, 119; Orchard Street, 95; Pioneer, 105; Palo, 40; Redwood, 80; San José, 1,162; Santa Clara, 465; San Ysidro, 136; Summit, 23; Union, 46; Williams, 69; Willow Glen, 47; total, 4,775 children: $6,637.25.

Santa Cruz County.—Carlton, 94; Happy Valley, 37; Oak Grove, 174; Pajaro, 342; Peseadero, 83; Petroleum, 29; Santa Cruz, No. 1, 381; Santa Cruz, No. 2, 111; San Lorenzo, 31; Soquel, 243; San Andreas, No. 1, 64; San Andreas, No. 2, 139; San Gregorio, (no apportionment); Union, 91; total, 1,819 children: $2,528.41.

Shasta County.—Buckeye, 19; Cañon House, 25; Churntown, (no apportionment); Clover Creek, 45; Clear Creek, 66; Cow Creek, 45; Copper City, 38; Cottonwood, 16; Eagle Creek, 36; French Gulch, 69; Melville, 53; Oak Run, 51; Oak Knoll, 21; Parkville, 43; Piety Hill, 22; Roaring River, 13; Shasta, 209; Sierra, 57; Stillwater, 24; Texas Springs, 62; Whisky Creek, 24; total, 938 children: $1,303.82.

Sierra County.—Alleghany, 98; Alpine, 25; Downieville, 195; Eureka, 38; Forest City, 50; Gibsonville, 58; Goodyear's, 58; Indian Valley, 61; Loyaltown, 47; La Porte, 84; Meredith, 45; Morristown, 24; Mt. Pleasant, 15; Plum Valley, 38; Sierra Valley, 79; St. Louis. 36; Table Rock, 131; Union, 92; total, 1,174 children: $1,631.86.

Siskiyou County.—Butteville, 47; Center, 48; Cottonwood, 35; Douglass, 22; Franklin, 38; Green Horn, 67; Hawkinsville, 27; Humbug, 37; Little Shasta, 70; Lincoln, 41; Quartz Valley, 51; Scott Valley, 75; Scott River, 63; Shasta Valley, 58; South

Fork, 45; Washington, 56; Willow Creek, 39; Yreka, 249; total, 1,068 children: $1,484.52.

Solano County.—American Cañon, 39; Benicia, 402; Bunker Hill, 73; Center, 69; Denverton, 26; Green Valley, No. 1, 141; Green Valley, No. 2, 52; Maine Prairie, 86; Montezuma, 45; Oak Dale, 29; Pleasant Valley, 28; Rio Vista, 74; Suisun, No. 1, 90; Suisun, No. 2, 76; Suisun, No. 3, 74; Suisun, No. 4, 91; Suisun, No. 5, 82; Tremont, No. 1, 68; Tremont, No. 2, 45; Ulatis, 125; Union, 39; Vacaville, No. 2, 51; Vacaville, No. 3, 144; Vacaville, No. 4, 83; Vacaville, No. 5, 67; Vallejo, 507; total; 2,606 children: $3,622.34.

Sonoma County.—American Valley, 28; Big Valley, 26; Burnside, 40; Bloomfield, 111; Bodega, 147; Cinnabar, 55; Court House, 282; Cloverdale, 99; Copeland, 27; Coleman Valley, 45; Dry Creek, 151; Dunham, 77; Dunbar, 61; Eureka, 80; Geyserville, 63; Green Valley, 52; Guillicos, 58; Guilford, 36; Hall, 29; Hill, 92; Healdsburg, 363; Independence, 68; Iowa, 56; Knight's Valley, 59; Laguna, 48; Liberty, 59; Lafayette, 103; Lake, 51; Lewis, 53; Mirriam, 85; Mill Creek, 57; Manzanita, 75; Mark West, 78; Mountain, 73; Mount Vernon, 45; Maacama, 89; Oriental, 61; Occidental, 45; Oak Grove, 68; Payran, 84; Petaluma, 817; Pacific, 42; Piner, 97; Prewitt, 85; Pleasant Hill, 92; Redwood, 74; Russian River, 70; Strawberry, 40; Santa Rosa, 36; Scotta, 45; Strong Point, 35; Salt Point, 32; Stewart's Point, 38; Stuben, 46; Sonoma, 238; Sotoyome, 60; Todds, 78; Washington, 55; Windsor, 68; Walker, 54; Waugh, 87; Watmaugh, 69; Wright's, 34; Wallace, 78; total, 5,549 children: $7,713.11.

Stanislaus County.—Adamsville, 34; Branch, 86; Bachelor Valley, 37; Camp Washington, 44; Dry Creek, 29; Empire, 37; Emory, 135; Farm Cottage, 40; Grant, 52; McHenry, 32; Tuolumne, 92; total: 618 children; $859.02.

Sutter County.—Auburn, 35; Bear River, 40; Brown's, 45; Buttesylvania, 50; Central, 31; Columbia, 42; Fairview, 50; Gaither, 63; Illinois, 72; Lincoln, 41; Meridian, 46; Nicolaus, 60; Salem, 26; Slough, 36; South Butte, 54; Sutter 87; Union, No. 1, 94; Union, No. 2, 32; Vernon, 60; Washington, 55; West Butte, 27; Winship, 51; Yuba, No. 1, 93; Yuba, No. 2, 42; total, 1,232 children: $1,712.48.

Tehama County.—Antelope, 97; Blue Tent, 32; Cottonwood, 51; Lassen's, 63; Paskenta, 20; Red Bluff, 232; Reed's Creek, 41; Sierra, 30; Stony Creek, 31; Tehama, 67; total, 664 children: $922.96.

Trinity County.—Bates, 21; Cañon City, 6; Douglas City, 43; Hay Fork, 35; Lewiston, 46; North Fork, 47; Oregon Gulch, 42; Trinity Center, 28; Weaverville, 151; total, 419 children: $582.41.

Tulare County.—Deep Creek, 115; Elbow, 83; Kawiah, 50; Kern River, 64; Outside Creek, 93; Packwood, 97; Tule River, 287; Union, 76; Venice, 89; Visalia, 312; total, 1,266 children: $1,759.74.

Tuolumne County.—Bear Gulch, 67; Columbia, 439; Chinese Camp, 135; Curtis Creek, 60; Confidence, 68; Don Pedro's Bar, 59; Jamestown, 122; Montezuma, 93; Oak Flat, 139; Poverty Hill, 80; Summerville, 56; Shaw's Flat, 79; Sonora, 463; Springfield, 123; Tuttletown, 118; total, 2,101 children: $2,020.39.

Yolo County.—Buchanan, 47; Buckeye, 47; Cache Creek, 37; Cacheville, 79; Cañon, 48; Cottonwood, No. 4, 42; Cottonwood, No. 27, 36; Eureka, 37; Fillmore, 48; Fremont, 28; Grafton, 98; Grand Island, 39; Merritt, 76; Monument, 51; Mt. Nebo, 40; North Putah, 51; Plainfield, 72; Pine Grove, 37; Prairie, 74; Richland, 7; Sacramento River, 32; South Putah, 46; Union, 35; Washington, 111; Willow Slough, 34; Woodland, No. 1, 174; Woodland Prairie, 25; total, 1,451 children: $2,016.89.

Yuba County.—Bear River, 40; Brophy's, 40; Brown's Valley, 108; Buckeye, 29; Cordua, 51; Elizabeth, 39; Garden Valley, 76; Hansonville, 32; Honcut, 71; Indiana Ranch, 66; Linda, 45; Long Bar, 20; Marysville, 864; McDonald's 20; New York, 104; Oregon House, 57; Peoria, 56; Plumas, 94; Rose's Bar, 129; State Range, 113; Strawberry Valley, 52; Timbuctoo, 90; Virginia, 36; Yuba, 42; total, 2,274 children: $3,160.86.

Total.—95,137 children	
Supplemental to Amador County	$51 48
Supplemental to Yuba County.....	118 80
GRAND TOTAL.....	$132,410 71

Apportionment approved Dec. 23d, 1865.

F. F. LOW, *Governor*,
J. F. HOUGHTON, *Surveyor General*,
JOHN SWETT, *Sup't Pub. Instruction*,
} State Board of Education.

Resident Editors' Department.

STATE NORMAL SCHOOL.—The closing exercises of this institution were held on Saturday, December 16th, in the large hall of the Lincoln Building. The programme consisted of compositions, declamations, lessons of the classes of the training school, and the presentation of diplomas. The compositions were good and well read. The exercises of the training classes, by pupils of the Normal School, were interesting and well conducted. Mr. Carlton, assistant teacher of the school, made an excellent address to the graduating class on the subject of "Character." The State Superintendent presented State certificates to the graduates, and complimented them on their high grade of scholarship. Mr. Minns, Mr. Carlton, and Miss Houghton were each presented with a handsome testimonial by their respective classes. The list of graduates is as follows:

Messrs. J. A. Louttit, Calaveras County; J. F. Kennedy, Alameda County; L. J. Megerlee, San Joaquin County; Misses Maria O'Connor and Mary A. Estabrook, graduates of San Francisco High School; S. E. Frissell, Mary E. Hall, Mary Pascoe, S. A. Williams, and Nettie Doud, San Francisco; Jane E. Greer, Santa Clara.

The next term will open on the fifteenth of January. (See advertisement.) The following is the report from November 6th to December 1st:

Whole number enrolled during the month	79
Whole attendance of females	71
Whole attendance of males	8
Average number belonging during the month	73
Average daily attendance	68
Per centage of attendance	93
Number admitted	2
Number left	5
Number in Senior Class	24
Number in Junior Class	20
Number in Sub-Junior Class	35
Whole number of counties represented	19
Whole number enrolled during the term of five months	87

LINCOLN SCHOOL EXHIBITION.—The teachers and scholars of the Lincoln School gave an exhibition on the fourteenth of December, and a social reunion on the eighteenth, for the purpose of raising funds for a school library. The exhibition was very creditable to Mr. Hoitt and his able corps of teachers, and was attended by a large audience. The social gathering was a pleasant affair, consisting of music, dancing, and tableaux. The net proceeds of both evenings

amounted to over six hundred dollars. The example of the Lincoln School is a good one to follow.

The Banner School.—We acknowledge the receipt of the first subscription for the National Lincoln Monument from the public school at San Luis Obispo. We give the subscription list in full :

Alonzo M. Mathers	$0 10
Celia C. Mathers	10
Newton Mathers	10
Wallace Mathers	10
William W. Clark	10
Anna Clark	10
Charles Q. Clark	10
Lydia H. Clark	10
Arthur E. Dart	10
Mary Dart	10
Florence Walters	10
James Mathers, teacher	5 00
Total	$6 10

The First Ten Dollars.—We have received from an old and valued correspondent of the Teacher, the following private letter which is too good to remain in our secret drawer :

Inclosed find ten dollars for the monument in memory of the martyr, Abraham Lincoln.

I take this opportunity to state that I have always been utterly opposed to slavery; but I regret to say that I have often been in positions where I dared not avow it.

How often have I had these words wrung in my ears by Trustees: "No d——d black republican shall ever teach our school. We would sooner keep the door shut forever." In their anxiety to discover what "party," as they expressed it, I belonged to, they have sometimes tried to force me by the pressure of their authority as Trustees, to do things against my conscience, but they found themselves outwitted when they found that I voted for President Lincoln.

Last fall one of the Trustees of a district in California, was so enraged because I voted the "republican ticket," that he took out his knife, and, pretending to pare his nails, spoke "great swelling words," so much so that his wife and children turned pale. Another of the so called "democratic party" told me that "it was only my being a cripple that saved my head from being knocked off!" It was well for both of these individuals that they contented themselves with words only, for I had fully determined, had they proceeded further, to show them that a republican, though a cripple, was no coward.

But I confidently hope, that now the reign of bowie knife and revolver chivalry is over, the persecution of teachers by "vested" state rights Trustees, will cease.

I wish a "merry Christmas and a happy new year" to the "resident editors."

School Law.—The edition of State School Laws is exhausted, and County Superintendents in want of copies must wait until the proposed amendments have passed the Legislature, when a new edition will be ordered. Any County Superintendent who can spare a copy will confer a favor by sending to the State Superintendent, who is in want of a few copies for office use.

San Joaquin County Institute.—This Institute, held the last week in November, was largely attended, and passed off very successfully. Not having received any minutes of proceedings we cannot particularize.

Latin High School.—The teachers and pupils of this school gave a fine exhibition on the evening of Dec. 13th, in the large hall of the Lincoln School-House, which was filled to its utmost capacity. The declamations were all well selected and well delivered. They showed a good degree of talent on the part of the pupils, and gave evidence of very careful training by the Principal, Mr. Bunnell. The pupils had received careful training in the art of gesture, and were free from the angular, awkward, and uncouth style of flinging the arms about, which renders school exhibitions, generally, so open to criticism. This school was organized last July and now numbers seventy pupils. That the discipline of the school is excellent, is proved by the large number of boys whose names are found on the "Roll of Honor." We take pleasure in publishing in full this roll, and we invite teachers in all parts of the State, in the humbler schools, to forward the names inscribed on the "Roll of Honor" in the State School Registers, and we will place them on the "State Roll of Honor," so well headed by the boys of the Latin School.

Report of the Scholarship and Deportment of the Pupils of the Latin High School, from July 6th, to December 1st, 1865.

Roll of Honor.	Merits Lost in Recitation ..	Merits Lost in Deportment..	Extra Merits Granted ...	Times Absent.	Times Tardy.
FIRST GRADE.					
Joseph Mee	0	0		0	0
George Hucks	0	0		0	0
Maxwell Caldwell	0	0		0	0
William Hathaway	0	0		0	0
George Hughes	0	0		0	0
Morris Levin	0	0		0	0
Joseph Jones	0	0		0	0
Nathan Perkins	0	0		3	0
William Thomas	0	0		0	0
William Brooks	0	0		0	0
SECOND GRADE.					
Charles H. Hum	0	0		1	9
Melville H. Regensburger	0	0		5	12
Sidney Worth	0	0		2	0
Charles B. Learned	0	0		0	0
Caleb Burbank	0	0		2	2
Ben. F. Vaughan	0	0		3	0
James C Perkins	0	0		2	0
Jacob Reinsteiu	0	0		0	0
Thomas Walkington	0	0		1	0

Pupils are entitled to be ranked in the First Grade of the Roll of Honor, who have lost no merits in deportment, who are perfect in studies, and who have been neither absent nor tardy, except on account of sickness. Those are entitled to be ranked in the Second Grade who have no demerits for deportment or studies against their names at the close of the term, and who have been neither tardy nor absent, except for a satisfactory reason.

GEORGE W. BUNNELL, Principal.
WM. K. ROWELL, A.M., Assistant.

Massachusetts Teachers' Association.—The annual meeting of this association was held in Boston, October 12th, 1865. After reading the proceed-

ings we feel like stretching our hand right across our continent and giving a hearty grip to John D. Philbrick, who planned such a glorious gathering. It is rather tantalizing to us poor fellows who live on the "rim" to read about such an array of talent, and school-masters, and school ma'ams; but we console ourselves with the anticipation that one of these days our city will outgrow the village of Boston, and that our great-grandchildren will witness just such meetings, "out here." The association met in the hall of the Lowell Institute, which will hold 1,500 people; but within five minutes after the doors were opened, it was filled to overflowing. The remaining sessions were held in Music Hall and Tremont Temple, and the estimated attendance was 2,500. Superintendent Philbrick presided, and Mayor Lincoln, in behalf of the city, welcomed the teachers. President Philbrick, in his able opening address, took his favorite ground, that no community can lift up the schools by keeping its teachers down. Charles Brooks, of Medford, read a paper on "a national system of education," and introduced a resolution providing for the appointment of a committee of five to memorialize Congress on the subject of a national bureau of education. Hagar, of Salem; Northrop, of Saxonville; Parish, of Springfield; Green, of Worcester; and Mason, of Boston; were placed on the committee to consider the resolution. Prof. Wm. B. Rogers, President of the Mass. Institute of Technology, lectured on "Methods of Teaching;" James Freeman Clarke, on "The Teacher who Leads his Flock, and the Teacher who Drives it;" H. H. Lincoln, on "Spelling." Mr. Hagar, of Salem, chairman of the committee on Mr. Brooks' resolution, reported the following:

Resolved, That a committee of five be appointed to memorialize the Congress of the United States in favor of organizing a National Beaurean of Education, which, without interfering with State educational systems, may hold the same relation to them which the National Department of Agriculture holds to the State societies, and be organized for the purpose of promoting the cause of free schools and free education in every State of the Union, without regard to location, condition, sex, or color.

The resolution was adopted, and a committee of five, consisting of Messrs. Chase of Lowell, Bates of Boston, Hammond of Monson, Batchelder of Lynn, and Hagar of Salem, were appointed to memorialize Congress in accordance with the provisions of the resolution. Had we space we would like to tell more of the good things said and done in the Convention.

Governor Low's Message.—We call particular attention to the section of this message relating to public schools. It is the first annual message of any Governor of this State in which a specific recommendation has ever been made in favor of increasing the revenue of the schools by taxation. Governors have heretofore contented themselves with a few commonplace platitudes about the "people's colleges," and the "basis of a republican Government. Gov. Low is an honorable exception.

Sutter County Institute.—This was held at Yuba City, and, we hear, was well attended. We have received no minutes of proceedings. We should esteem it a favor if the Secretaries of Institutes would forward us brief reports of Institutes.

OBITUARY.—We extract the following obituary notice of James S. Eaton, author of Eaton's Arithmetics, adopted in the State Series of Text Books for this State, from the *Massachusetts Teacher:*

JAMES S. EATON, Principal of the English Department of Phillips Academy, Andover, died October 10th.

Mr. Eaton was a graduate of the Teachers' Seminary once established at Andover, and afterwards changed to the English department of the academy. He first taught on Cape Cod, and in Colchester Academy, Connecticut, and for the last eighteen years in Phillips Academy, at Andover, everywhere showing the same industry, perseverance, and fidelity. His zealous labors as an author never led to the omission of one hour of duty as an instructor. He was a teacher of rare excellence and great thoroughness. Modest and retiring, none but his pupils and intimate friends could know his worth. Calm, dispassionate, self-poised, uniting rigid self command with great firmness of purpose and decision of character, he could censure the delinquent with a smiling face, and always in his usual tones, and without any elevation of voice. His mildness and the absence of every sign of irritation gave keenness and edge to his reproof. He was a model disciplinarian, and gained the highest esteem both in instruction and government.

He had been urged by prominent friends of the freedmen to prepare a brief arithmetic specially adapted to their wants. To his zeal in this benevolent undertaking he sacrificed his life. The great work of educating the emancipated millions at the South enlisted his sympathies and too severely taxed his powers during his last summer vacation.

That was a most affecting scene on Thursday afternoon, when, at the very hour the President, Mr. Philbrick, in his opening address at the State Association in Boston, was paying a fitting tribute to his memory, two hundred and fifty of the pupils in Phillips Academy passed in solemn procession and in tears, or in grief too deep for tears, looked for the last time on earth upon the cherished form of him whom they had learned to love as a friend, and revere and cherish as a father. To Phillips Academy he gave his strength and heart. "Move me to that window, that I may see how the new academy building progresses," was among his late requests. Oftener and later was the calm utterance of the Christian's hope. Happy will it be for us, and for those whose minds we train, and whose characters we mold, if we so cherish his memory and follow his example as to inspire them with his kindness and sincerity, his love of truth, and his devotion to duty.

The following resolutions were passed by the twenty-five hundred teachers of Massachusetts, assembled in the late State Teachers' Association in Boston:

WHEREAS, It has pleased an all-wise Providence to remove by death James S. Eaton, Principal of the English department of Phillips Academy, Andover.

Resolved, That we mourn his death as a great loss to this association, of which he was an honorable Vice President, and to the cause of education in this State and country.

Resolved, That we record our high estimate of his noble character, as a true man, a model teacher, a faithful friend, and a consistent Christian.

Resolved, That we sympathize most deeply with the bereaved family in the great sorrow which has so suddenly fallen upon them.

WHAT THEY SAID ABOUT IT.—This is what the *American Educational Monthly* said about the brief annual report of this State, for 1864, published in the CALIFORNIA TEACHER:

California.—The CALIFORNIA TEACHER for January is taken up by the Annual Report for 1863–4 of the Superintendent of Public Instruction, John Swett, who is also an editor of the TEACHER. From this report we make a few extracts. The total

expenditure for support of schools during the year was $655,000, of which over $411,000 was paid to teachers. The average monthly wages paid to male teachers was $73.88; to female teachers, $54.91; the total number of schools was eight hundred and thirty-two, showing an increase of seventy-eight over last year. The average length of time during which the schools were kept open was five and nine-tenths months. The total number of white children between four and eighteen years of age was 86,831; the whole number enrolled on the registers of the public schools was 47,588; but the average attendance was only 24,704; the number of children attending private schools was 11,359. The State Normal School has had during the year ninety-nine pupils, of whom only six were young men. Eighty-five new school-houses have been erected during the year. Mr. Superintendent Swett says a good word about cheap teachers: "It is vain to expect to have an efficient system of schools taught by *cheap teachers*. So long as Trustees believe it to be the most important part of their duty to pay the very lowest salary that will keep body and soul together, just so long must our schools be taught by raw recruits and unfledged pretenders." In conclusion, he speaks hopefully of the future: "The real progress is not shown by the statistical tables. The employment of better teachers, the use of better text-books, the circulation of school-documents, the deeper interest on the part of parents, and a more positive public opinion in their favor, have made the schools far more effective, even though little more money has been expended. Next year, if the State is blessed with a season of ordinary prosperity, with an increased revenue from taxation, I am confident the Public Schools will show an advancement which will fully equal the expectations of the most sanguine."

The Superintendent of Public Instruction in California has an almost herculean task before him; but, from the energy and discretion shown by the present incumbent, it is evident the people have put the "right man in the right place."—*Illinois Teacher.*

City Schools.—The city schools closed on the fifteenth of December, with impromptu exhibitions, which were well attended by parents and friends. The primary classes were subjected to a two weeks' examination, the most thorough and searching to which they have ever been subjected. The results are highly complimentary to the ability and skill of the teachers. An examiner was employed for each branch of both oral and text-book instruction in each separate grade, thus subjecting each grade to a uniform examination in all the schools by one person. It was just such on examination as is needed every term. The only teachers who suffer by such examinations are the poor ones, and their number is exceedingly small.

Amador County Institute.—A short notice of this Institute was inadvertently omitted in the last number of "the Teacher." It was held in October at Jackson, and was largely attended. The programme consisted of class exercises, and discussions during the day, and lectures in the evening. E. G. Hurst, Esq, lectured on "National Ideas;" Dr. Samuel Page of Jackson, lectured on "Physiology;" R. B. Warren, Principal of Jackson Grammar School, delivered an address on "the Duties and Responsibilities of Teachers." The County Board of Examination held a session, and granted five first-grade certificates, and eleven second-grade.

State Certificates.—Whole number of State Diplomas granted since May, 1863, 44; whole number of First Grade Certificates, 45; Second Grade, 32; Third Grade, 30; whole number of applicants rejected, 106.

MILAN SINCE THE WAR OF 1859. By J. W. Probyn. Revue des Deux Mondes for October, 1865.

A few figures will show better than anything else what progress has been attained in Milan in public instruction since 1861. In thirteen primary schools for boys and nine for girls, the increase of scholars during four years has been as follows:

	Boys.	Girls.
1862-3	4,849	2,986
1863-4	5,202	3,480
1864-5	5,359	4,645

Total for twenty-two schools in the last year mentioned, 9,004, making an increase of about 3,000 in three years. There are also in Milan three Practical Schools (Fechiche); one High School; two Latin Schools (ginnasio); two Higher Latin Schools (Liceo); two Normal Schools. All these schools are free and public. The city authorities bear the expenses of all the Primary Schools, and have the exclusive control over them. The higher schools are under the partial control of the government of the kingdom, which bears only a portion of the burden of their cost, the balance being supplied by the city. Besides these schools there are Evening and Sunday Schools, which were established, the former in 1861, and the latter towards the end of 1862, by the municipality of the city. In the month of October, 1864, the evening schools, which were established for the benefit of workmen and laborers, were frequented by 1,684 persons. The Sunday Schools (scuolefestive) are intended exclusively for the women and girls of the working classes, and are open on all festive days, from one to four, P.M., and are frequented by no less than 1,156 females; these are also free and sustained and controlled by the city authorities. In all, there were in 1864 no less than forty-four public schools, subdivided into two hundred recitation rooms, employing two hundred and seventy-five teachers, and frequented by 12,695 pupils as follows:

Schools.	Teachers.	Scholars.
22 Primary	162	9,004
8 Evening	37	1,684
8 Sunday	22	1,556
3 Professional	31	483
1 Girls' High	8	95
1 Boys' Normal	8	208
1 Boys' Normal	7	65
	275	12,695

There are also several orphan asylums containing 1,200 children from two to six years of age; these are supported by private contributions. The municipality of the City of Milan has raised the annual expenditure for public instruction from 100,000 francs in 1859 to 564,000 since it was freed from the yoke of Austria. In the center of the city a school building is being erected which will cost over one million of francs; others will follow as soon as this is completed; all to satisfy the great demand of the population for facilities for a free education.

THE COLLEGE OF CALIFORNIA.

THE COLLEGE SCHOOL.

THE COLLEGE SCHOOL—PRIMARY DEPARTMENT

THE

CALIFORNIA TEACHER.

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COURSE OF STUDY FOR UNGRADED SCHOOLS.

The ungraded schools of this State differ so widely in respect to number of pupils, length of terms, regularity of attendance, and advancement of pupils, that it is extremely difficult to prepare any outline sketch of a course capable of being adapted to their various wants. Yet it must be evident, when teachers change their schools every term and every year, and when children are subject to changes almost as frequent, that some attempt ought to be made by school officers to secure to the children something like a uniform course, which shall give to each study its proper time, and which shall aid young and inexperienced teachers in classifying their schools.

The success of a teacher in an ungraded country school of forty or fifty pupils, will depend in a great measure on right classification. The economy of teaching consists in making the fewest possible classes, and in teaching the greatest possible number of scholars together. The plan of having a class for every two or three pupils, because there is a slight difference in their scholarship, is a ruinous one. Another common evil to be avoided consists in excusing pupils from some of the school studies, to oblige the whims of parents. One thinks arithmetic is the all-important branch for his boy; another is "opposed to physiology;" a third to history; a fourth to

grammar; a fifth to singing; a sixth to calisthenics. The course of study in a public school should be the same for all, without exception, and the progress in each branch should be uniform.

The following rough draft of a course of study is submitted, more for the purpose of securing the criticisms and opinions of teachers and school officers, than with any expectation that it is suitable for adoption without material changes. The brief time allowed for its preparation is an excuse for some of its imperfections; but, as it is probable that there will be an amendment to the School Law, giving to the State Board of Education power to adopt and enforce a uniform course of study, I submit this as a basis for discussion. The course is arranged with reference to "grades," instead of terms or years, in consequence of constant changes of pupils, and the different length of terms of ungraded schools. Few pupils in this State remain five years in the same school. The classification by grades allows a wider range for the judgment of the teacher, as pupils may be advanced from one grade to another whenever found competent. This division of grades will at least secure uniform advancement in all the different studies. A pupil cannot be in the first class in reading, the second class in geography, and the third class in arithmetic.

Without further explanation, it is submitted to the criticisms of all teachers into whose hands it may fall, with the request that they forward to the State Superintendent any changes and improvements which may be suggested. I take occasion to acknowledge valuable suggestions from the Sacramento County course, and from the course of study prepared by Hon. J. M. Gregory, State Superintendent of Michigan, for the primary ungraded schools of that State, published in his valuable report of 1863.

COURSE OF STUDY—SIXTH GRADE.

Reading, taught from Willson's Charts, using the word-method. Alphabet taught when words can be called at sight. A set of alphabet *blocks* will be found very useful. In the absence of charts, Willson's Primer must be used, and it may also be taken up after the charts are learned. Drill of two minutes at each lesson on elementary sounds. Oral language, or talking, taught by means of simple object-lessons.

Numbers, counting to fifty, by use of objects only. A box of beans, or kernels of corn, or marbles, or small pebbles, can be used for this purpose, in connection with the abacus, or numeral frame. The use of objects in counting, instead of abstract counting, will enable children to form a more correct idea of the relative size of numbers, and will give a better foundation for arithmetical instruction. The Arabic figures may be taught from the blackboard, in connection with objects. Roman numerals to ten. Short lessons in addition may be given, using the beans at first, each pupil having ten, and afterwards using the fingers. Counting in this grade should be allowed to fifty, and addition to ten.

Slate and Blackboard Printing and Drawing.—All pupils of this grade must be provided with a small slate, and pencil. Daily exercises on both slate and blackboard, in printing, from Willson's Chart, No. 11, or from the primer, or from copies set by the teacher —capital letters, small letters, Arabic figures, lines, angles, etc. The pupils of this grade should be allowed to use the blackboard, during the recitations of other classes, at least twice a day, fifteen minutes, or half an hour each time. Amusement is better than listless idleness.

Object-Lessons, to train the perceptive faculties,—sensation, perception, attention, will embrace lessons on :

Forms, including lines—straight, curved, parallel, perpendicular, vertical, oblique, and horizontal ; angles—right, acute, and obtuse ; surfaces—square and triangular :

Colors, the most common, such as red, blue, and yellow, from Willson's Color Chart, or in the absence of that, by classifying the colors of objects, such as grass, flowers, or articles of dress :

Miscellaneous objects, as articles of food, dress, or furniture, their parts and uses, the names of animals, plants, and vegetables, and their simplest uses. In these lessons, the time must not exceed five minutes ; only one or two new words should be introduced at a time, and every word and idea should be fixed in the mind. For instruction in object-teaching, the teacher is referred to Willson's Manual, accompanying the Charts, or to Calkins' or Sheldon's books, one of which ought to be in the hands of every teacher.

Manners and Morals, taught by explaining and enforcing habits of personal cleanliness, neatness in dress, order, obedience, and

politeness, by *telling*, not reading, simple stories to illustrate the virtues of honesty, truthfulness, and kindness to one another, and to animals. Cowdery's Moral Lessons will be found invaluable for reference by the teacher, who should be able to tell the stories without the use of the book in school.

The time given to this grade must depend on the number of pupils it contains, compared with the other grades. The general rule must be *short exercises*, never exceeding ten minutes, and seldom five. The recesses of the children in this grade ought to be twice or three times the length of those for the older pupils. When in school they must be kept busy; and when there is nothing to be done they ought to be out at play.

FIFTH GRADE.

Reading.—Willson's Primer completed and First Reader begun, to be completed in this grade. Willson's Charts, Nos. 4, 5, 6, 7, and 8, spelling first from the Charts, then from Willson's Primary Speller, the words to be used in constructing oral sentences according to directions. Spelling lessons to be printed daily on the blackboard and on slates. Phonic spelling from Charts, Nos. 7 and 8; Breathing exercises and Calisthenics two minutes at each reading lesson.

Numbers, counting to two hundred; counting by twos, fives, and tens to fifty, and backward. Adding and subtracting numbers, not to exceed twenty in amount; mental operations to be expressed by written figures on the board and slates. This grade strictly limited to small numbers and simple operations, quickly performed.

Printing and Drawing.—Printing spelling lessons continued, and sentences begun. Drawing lines and angles from Willson's Chart, No. 11.

Object Lessons.—Lines and measures, forms and solids, and measures for the eye, from Willson's Charts, Nos. 11 and 12. Colors, from Willson's Color Chart, No. 13, and box of hand color cards. In the absence of charts, the teacher will draw on the board, lines, angles, and circles; surface forms, as triangle, parallelogram, hexagon, etc.; measures, such as inch, three inch, six inch, foot, and yard, square inch and square foot; or better still, sticks and pieces of board to illustrate the same, to be used in actually measuring objects and distances in the room.

Miscellaneous Lessons may embrace animals, birds, flowers, grains, vegetables, etc., from the charts, and confined mainly to names, parts, and uses.

Morals and Manners, as in Sixth Grade, with the introduction of longer stories, read by the teacher, with applications more fully made. Committing to memory maxims and mottoes, such as are found in Willson's Manual.

Remarks.—In small schools, with few pupils, the Fifth and Sixth grades must be united in one. Short lessons and quick work; no exercise to exceed ten minutes at one time. Long recesses and plenty of amusement; make no smart children dull by long confinement and overwork.

FOURTH GRADE.

Reading.—Willson's Second Reader. Short class drills of one minute each, at each reading lesson, on inflection, emphasis, pitch, and force.

Spelling.—Willson's Primary Speller, with simultaneous class drill of two minutes each lesson, in phonic spelling, to secure distinctness of articulation and enunciation.

Arithmetic.—Eaton's Primary, counting by twos, threes, fours, fives, tens, and twenties to one hundred, and backward; counting to two hundred, by bean boxes, if possible. Counting by objects is more difficult, and more useful, than abstract counting. Multiplication table begun, explained by objects and the numeral frame, and learned to six times twelve. Easy examples in addition and subtraction, performed on the board. Lessons of the Mental Arithmetic written on the board: short mental exercises, combining addition, subtraction, and multiplication. Numeration and notation not to exceed 1,000; Roman numerals to one hundred.

Geography.—Allen's Primary, used according to the instructions to teachers in the text book. Colton's Geographic Charts, if in school. Globe used to explain the shape and revolutions of the earth, and the relative positions of the grand divisions. Lessons in local geography; direction of north, east, south, and west—not on the map, but out of doors; map of the school room; exercises in distances of places within five, ten, or twenty miles. Drawing all the maps of Allen's Geography on slate, paper, and blackboard.

Slate and Blackboard Printing and Drawing.—Printing lessons in arithmetic and spelling, both on board and slates; never leave the blackboard unused for a single minute; one grade can constantly be occupied. Drawing on slate and blackboard from margins of Spencerian Charts, from drawing cards, or best of all from copies of the teacher.

Writing, on both slate and blackboard, first words from Willson's Chart, No. 9, then capital and small script letters.

Object Lessons may now be more systematically given, appealing to judgment as well as observation.

Colors reviewed and continued from the color charts. Forms reviewed and continued by using box of geometrical solids. Animals from Willson's Charts: plants, forms and classes of leaves, and parts of flowers, from Willson's Charts.

Manners and Morals, taught by lessons in Willson's Second Reader.

THIRD GRADE.

Reading.—Willson's Third Reader.

Spelling.—Willson's Primary Speller completed. All exercises in constructing sentences to be required as directed in the text book, as a preliminary to the study of grammar. Weekly exercise in collecting and writing words in common use, and the names of common objects.

Arithmetic.—Eaton's Intellectual. Multiplication table completed. Slate and blackboard drill exercises of five minutes, twice a week, in addition, subtraction, multiplication, and division. Lessons in mental arithmetic. Lessons on notation and numeration extended to larger numbers.

Geography.—Cornell's Primary. All the maps to be drawn on slate, blackboard, or paper; Cornell's Outline Maps used in connection. Globe used for explaining latitude, longitude, tropics, and polar circles, and relative position of places named in the geography. Map of county, town, or city in which the pupils live. Exercises in distances of places in this State, and next the outline map of the State, with principal cities, rivers, and mountains.

Grammar.—Green's Introductory to Part II, at the option of the teacher. Exercises in constructing sentences, similar to those in Willson's Speller. Principal parts of speech.

Penmanship. — Writing on slate and blackboard continued. Blank copy books and pen used. Drill class-exercises in position at the desk, holding the pen, using the fingers and arm, and on elements of letters. Copies to be set on the blackboard, in connection with the Spencerian, or Payson & Dunton's Charts. Time, half an hour daily.

Drawing.—Slate and blackboard continued, and pencil drawing on paper begun. Forms of leaves from Willson's Charts, No. 13, and from drawing cards.

Object Lessons.—Willson's Charts continued according to directions. Begin collecting for the school, cabinet specimens of rocks, minerals, ores, metals, grains, and other common objects, using them as topics. Lessons, fifteen minutes, twice a week.

Moral Lessons.—Cowdery's Moral Lessons. Making full application of lessons, for the purpose of exercising the conscience in judgment of acts and character. Pupils can now be taught the foundation of moral obligations, and the various classes of human rights and duties.

Remarks.—In this grade pupils begin to study lessons systematically. If the school is large, the teacher can make daily alternations of reading and spelling, or of grammar and geography. It is by no means necessary that all the recitations should be daily.

SECOND GRADE.

Reading.—Willson's Fourth Reader; two lessons a week in connection with Willson's Charts.

Spelling.—Willson's Larger Speller; two lessons a week, both written and oral, alternating with Reading.

Arithmetic.—Eaton's Practical, begun and continued to decimal fractions; daily lessons. Eaton's Intellectual continued; two lessons a week. Drill class-exercises, of five minutes each, in written arithmetic, on rapid operations in addition and multiplication.

Geography. — Warren's Intermediate. Learning the coarse print and leading map questions. Cornell's Outline Maps continued. Exercises in latitude and longitude of cities and countries, on the globe. Outline maps, on paper, every two weeks. Two lessons a week in geography, alternating with grammar.

Grammar.—Greene's Introductory completed. Weekly com-

positions, embracing geographical descriptions, or descriptions of objects, considered under the head of object-lessons. No compositions on abstract topics.

Penmanship.—Pupils must now be taught how to write, fold, and address a letter; one letter a week until the letters are correctly written. Engraved copy books of the Spencerian, or Payson & Dunton's system. Blank books still used for drill exercises. Pupils required to present monthly specimens for examination and credits.

History.—Quackenbos' Primary.

Object Lessons.—One lesson a week, fifteen to thirty minutes. Collection of cabinet specimens continued.

Moral Lessons.—One lesson a week, half an hour.

FIRST GRADE.

Reading.—Willson's Fourth continued, or Fifth taken up, if the class is competent to use it. Two lessons a week.

Spelling.—Willson's Speller continued alternately with reading. Written exercises in constructing sentences, according to directions on each page of the Speller.

Arithmetic.—Eaton's Practical continued. Exercises in writing promissory notes, orders, receipts, and business forms, twice a week, until all the pupils can execute them neatly and correctly. Written examinations of ten questions, once a month.

Grammar.—Quackenbos'. Pupils required to correct one another's written exercises and compositions, and to rewrite them before submitting them to the corrections by the teacher. Grammar alternating with geography. Written examinations, monthly.

Geography.—Shaw and Allen's Comprehensive. Specimen maps drawn once a month. Written geographical descriptions, and monthly review examinations in writing.

History.—Quackenbos' United States.

Physiology.—Hooker's Larger, alternating with history.

Book-Keeping, in place of writing; Payson and Dunton's Elementary.

Oral Instruction, in State Government, and in Constitution and Government of the United States, rights and duties of citizenship.

Remarks.—In schools numbering fifty pupils, it will probably be

found necessary to have at least two classes in arithmetic and grammar, in this grade, and the same in the second. In reading, spelling, and geography, every effort should be made to keep the classes united.

ADVANCED GRADE.

Arithmetic.—Eaton's Practical, completed, or High School, begun.

Algebra.—Robinson's Elementary, alternating with arithmetic.

Reading.—Declamations and recitations.

Book-Keeping.—Advanced.

Grammar.—Analysis and composition.

Natural Philosophy.—Quackenbos'.

Elementary Drawing.

Geometry.

GENERAL EXERCISES.

The tact and skill of teachers will be shown in the arrangement of general exercises, for the whole school, or for two grades united. Some of these exercises should be as follows. In arithmetic, drill exercises of five minutes in mental examples, at least twice a week; slate and blackboard exercises of five minutes in adding columns of figures, for first, second, and third grades together; exercises in four elementary rules.

Declamations for the boys, and select readings or recitations of poetry by the girls, weekly, or semi-monthly. Physical exercises daily, such as free gymnastics, and other exercises, according to Lewis' or Wattson's, hand-books.

Spelling matches in oral spelling, uniting the three highest grades. Written spelling in the same manner.

General exercises of three grades, in letter-writing. Drill exercises of the whole school in penmanship, position at the desk, holding the pen, and elements of letters.

Allowing the pupils of one grade to question those of another, on any one of the school studies. Object-lessons, for the whole school. Singing should be a daily exercise, if possible.

Manners and Morals.—General lessons on such topics as lying, stealing, profanity, intemperance, idleness, industry, honesty, truthfulness, duties to parents, obedience to authority.

Indispensable School Apparatus.—Willson's School and Family Charts; Cornell's Outline Maps; Map of California; a Globe; Webster's New Pictorial Dictionary; set of Writing Charts; Numeral Frame; set of alphabet blocks; box of geometrical solids; a foot-rule and a tape-line; gill, pint, and quart measures; ounce, quarter-pound, half-pound, and pound weights, avoirdupois, and scales for experiments in weighing; a box of beans or marbles; a school cabinet.

PUBLIC SCHOOLS AND TAXATION.

[As the printing of the Report of the State Superintendent of Public Instruction will necessarily be delayed until late in the session of the Legislature, we publish the concluding section in advance, as follows.]

CONCLUSION.

I AM reluctant to close this long and complicated report of details and statistics, necessary to be made, and yet, from their character, tiresome to most except school officers and teachers, without a final appeal to the legislators who will be called upon to act on its suggestions and recommendations.

Previous to the lessons taught us by the great war just closed—in suffering, and doubt, and blood and tears—the great fundamental truths of our school system had grown to be glittering generalities for gracing political speeches or Governors' messages. These truths are now felt as a solid reality by the States on the other side of the continent; and under all the burdens of their debts, incurred in saving the nation, they are striving to make their public schools more effective by more liberal provisions for their support. I am painfully conscious that our schools, while accomplishing something, fall far short of the great work which is pressing upon them. They need both judicious legislation for their government, and liberal taxation for their support. It is a matter of deep regret to all thinking men, that some of our citizens who represent the greatest wealth of the community are engaged in a crusade against taxation for the support of schools, and are waging their warfare under the hue and cry of extravagance, for the purpose of exciting the prejudices of the people.

Liberality in educating the people is the true economy of States. What would be extravagance in one individual, whose life is limited to a few years, is economy in the life of a State or nation; what would be economy in a single man, is meanness in a State. This generation is not living for itself alone, but for future generations and for the future greatness of the nation. We have those among us who, to save from each dollar they call their own a tax of one one-hundredth of one per cent., would make serfs of the next generation by leaving the children to grow up in ignorance; who think intelligence, cultivation, refinement, honor, integrity, morality, religion, and patriotism among common people—the working classes—are myths; that the only thing tangible is real estate, and the great object of life is to escape taxation. Public schools are synonymous with taxation; they represent taxation, and the sooner the "common people" understand this democratic-republican doctrine the better for the State, the better for property, the better for mankind, the better for the nation. There is altogether too much of this whining about taxation for the support of schools. Where would the nation have been to-day but for public schools? Who fought our battles in the last war, but the men who were drilled into patriots in public schools supported by taxation? Last year the nation paid twenty-two millions of dollars for the support of schools; what true statesman wishes it had been less? The public schools are the educators of the working men and women of the nation, and they are the producers of all the wealth which is protected by law. The schools mold the characters of the men whose will, expressed through the ballot-box, makes and unmakes constitutions, and breathes life into all laws.

The great "Expounder of the Constitution," Daniel Webster, was a life-long champion of the public schools; his great intellect comprehended the length and breadth of their influence on the nation, and I quote, with peculiar pleasure, his views on popular education.

"I congratulate myself that my first speech on entering public life was in their behalf. Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the

means of education within his reach, and if they remain in ignorance, be it his own reproach. If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is the principle of our Government to provide for its never occurring; the one acts by *coercion*, the other by *prevention*. On the diffusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation; besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their Government—from their carelessness and negligence, I must confess that I do apprehend some danger. I fear that they may place too implicit a confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be made the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.

* * * * * * *

"Everywhere, *everywhere*, on her hills and rivers, are these school-houses. Who shall speak in proper language of the wisdom, and foresight, and benevolence, and sagacity of our forefathers in establishing a general system of public instruction as a great public police for the benefit of the whole, as a business in which all are interested? The world had previously seen nothing like it, although some parts of the world have since copied from it. But where—when you talk of fostering governments, of guardian governments, of governments which render to subjects that protection which the allegiance of subjects demands—where is it, I ask, that, as here with us, it has come to be a great and fundamental proposition, existing before constitutions, that it is the duty—the bounden duty—of governments composed by the representation of all, to lay the foundation of the happiness and respectability of society in universal education?

* * * * * * *

"We seek to educate the people. We seek to work upon mind as well as on matter; and in working on mind, it enlarges the human intellect and heart. We know, when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages to come. If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble to the dust: but if we work on men's immortal minds, if we imbue them with high principles—with the just fear of God and their fellow men—we engrave on those tablets something which no time can efface, but which shall brighten and brighten to all eternity."

I appeal to legislators, when the school bill comes before them, to bear in mind that, in providing for schools, a liberal expenditure is, in the end, the truest economy; and when the cry of taxation is urged against any reasonable and necessary appropriations, to remember this great truth, so well expressed by Horace Mann—"In our country, and in our times, no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence—and by these he might claim in other countries the elevated rank of statesman; but, unless he speaks, plans, and labors, at all times and in all places, for the culture and edification of the whole people, he is not, he cannot be, an American statesman."

JOHN SWETT.

[From advance sheets of the First Biennial Report of the State Superintendent.]

STATE AGRICULTURAL COLLEGE.

To SECURE the grant made by Congress of 30,000 acres of land for each Senator and Member of Congress, to each of the several States, for the purpose of aiding in the establishment of an institution of learning, in which shall mainly be taught the sciences which relate to Agriculture and the Mechanic Arts, it will be necessary for the State to establish and have in actual operation such an institution on the second of July, 1866.

Before proposing any plan for such a college, it is advisable to consider what available means the State has to establish and main-

tain one. The 150,000-acre grant of Congress must be located in this State, if there be any unlocated Government lands subject to sale; otherwise, on Government land in the territories. Taking into consideration the rate at which Government is carrying on its surveys in this State, there is every probability that these land warrants might be sold at from seventy-five cents to one dollar an acre during the next twenty-five years. Taking into consideration the probability that land warrants sold by the State and located on *unsurveyed* Government lands will not be recognized by the General Government, and the vexed and unsettled condition of all State land titles, legislators will hardly be willing to embark in any more State land schemes on the capital of this grant. The expectation of realizing any endowment fund from this source during the next five or ten years, will prove quite as delusive as the fond hopes of the holders of "wild cat" mining stock.

The seventy-two sections of land granted to the State by Congress for aiding the establishment of a seminary of learning, or State University, have all been sold; and, with the exception of about $2,000 which has been invested in State bonds, marked Seminary Fund, the proceeds have been incorporated into the Public School Fund, and are due from the School Fund to the Seminary Fund. By the Act of April 23d, 1858, it was provided that the Board of Examiners should, at the expiration of one year, take and use $57,600 of any money belonging to the Public School Fund for the purpose of investing that amount in seven per cent. State bonds to be marked "Seminary Bonds." This was never done. Assuming that the amount required by that act to be so set apart was correct, the Seminary Fund proper is $57,600, and the interest on that fund, from April 23d, 1859, to April 23d, 1866, will amount to $28,224. The sum of $28,224 interest may, therefore, by act of the Legislature, be transferred from any money in the hands of the Treasurer belonging to the School Fund, to the credit of the Seminary Fund, and may be expended for establishing a seminary, while the principal must be held invested in seven per cent. bonds.

This principal of $57,600 is the only endowment fund of a State institution of learning, and the accrued interest of $28,000 the only available money for immediate use. This fund could undoubtedly be appropriated to the establishment of an Agricultural College, provided such an institution embraced a liberal course of

study, and were not confined exclusively to agriculture or the mechanic arts. With the $28,000 at command, united with such a sum as might be given by any county or city to secure its location, it would be possible to erect and furnish a small building and purchase a little chemical and philosophical apparatus.

The annual interest of $4,000 would pay one professor of the college. It would cost, at the lowest estimate, $25,000 a year to support such a college in addition to tuition fees. Is the State ready to assume such a burden? Ought she to do it? When she has six thousand children for whom no suitable provision is made to teach them to read and write the English language, will it be wise to expend $20,000 a year for such an institution? Will the financial condition of the State warrant this expenditure? Can an endowment fund of $100,000 be secured by donations from the wealthy citizens of the State for such a college with a department of mining and assaying? The experiment can be tried, but I am not sanguine of its success.

While I appreciate fully the advantages of higher public institutions of learning, I feel called upon, in behalf of the common schools of the State, to enter my earnest protest against burdening the State with the support of a university until she has established a system of free public schools, which shall extend to all her children the advantages of an elementary education. The highest good of the greatest number is the foundation principle of our educational system, as well as of our Government. When the State has provided for every child the means of a common education, then let high schools and State universities be established; and until then, let private institutions and colleges already established furnish the means of a higher education.

I recommend that a Commission be appointed by the Legislature to canvass for subscription endowments for a State Polytechnic School, embracing departments of agriculture, mining, and literature, to report before the close of this session. In case of a failure to raise $100,000 for founding such a school, I recommend the passage of a concurrent resolution, requesting our delegation in Congress to secure the passage of an act extending the time for establishing such a school, on account of the unsettled condition of land matters in this State. And, further, the appointment of a Standing Board of Commissioners, with full powers to act; which

Board, in case the desired extension shall not be secured, shall proceed to turn over the grant to such college in the State as shall make the most advantageous propositions for securing it. I have no doubt the desired extension can readily be secured. In case it should fail, the institution which secures the grant will be the loser, and the State will get rid of the gift of an elephant. Under such a contingency, I recommend that the "Seminary Fund" be allowed to remain indefinitely in the Common School Fund, to be paid over when the State has wealth and inhabitants enough to maintain a State University.

The common schools need every dollar which can be put into the School Fund. With five thousand children clamoring for admission into school, with five thousand more attending only one-third of the year, why entertain Utopian notions of a mushroom State University? If established as a manual labor agricultural college in some remote rural district, it will yield nothing to the State but vexation, disappointment, and a bountiful crop of mammoth bills. If any county will take the grant, and establish the school, and assume its whole support, let that speculative county have it in welcome. If any existing college will take the land-scrip, and engage to organize and support a scientific department, let the State hasten to close the bargain. Then let the "Seminary Fund" interest be taken to build a suitable building for the State Normal School, and establish a "State Normal University" which, in the next fifty years may grow into a solid institution of learning.

The common schools need teachers; and it is as necessary for the State to provide them as to raise taxes to pay those already employed. If legislators insist upon using the "Seminary Fund," I ask that it be used for this purpose and no other. A Normal School the State must support, as a necessity of the common school system.

The colleges of the State are literally starving and begging bread, from a lack of students. In States five times as old, and with five times our population, agricultural colleges have proved failures. In many of the great States, grants five times as large as ours have been connected with existing colleges. New York, with an endowment from Mr. Cornell of $500,000, and her grant of 630,000 acres, and her vast population, can establish a college with some prospect of success; but California, with her small batch

of unavailable warrants, her scattered population, her pressing financial necessities, incident to a new State, her lack of wealthy men who have the habit of making donations, must not attempt to imitate her older and more substantial sisters.

Let legislators ponder these facts before embarking in any reckless schemes for establishing a State Agricultural College.

[For the California Teacher.]

DOCTRINE OF THE TYPICAL FLOWER.

BY PROF. WOOD.

It is not possible to study the structure of the flower successfully; that is, to obtain any good understanding of that structure, without a constant reference of the design to the Designer. Let us therefore approach and view our theme in a divine light, as the creation of a Creator, the idea of a Deity. For, considered as a fortuitous result of chance, all the exquisite forms and marvelous adaptations of vegetable life become dreams and absurdities; but when considered as expressions of a divine idea, the flower, with all its splendor of adornment and its wondrous contrivances, stands forth as a most eloquent teacher of humanity.

Next to their beauty, one of the first things which excites admiration in viewing the world of flowers, is their variety. This seems to be infinite. In color, flowers vary to endless shades and hues; in form, to an extent which seems to the casual observer utter confusion; in size, to every conceivable degree from the microscopic to the monstrous; in season, also, in duration, in hardihood, texture, and perfume, they are also equally various. And yet, notwithstanding all this diversity, the flower is still a *flower*. There is discernible, even in the extremest disguises, an ever-present principle or idea, whatever it be, which announces both to the learned and the unlearned, the presence of a flower. But what is that principle or idea? What is the one thing which in the flower remains constant, while everything else about it may be changed? In short, what is the original and completed idea, stripped of all its irregularities and disguises? This is the question which science asks and answers.

Stated in its true, that is, in its *sacred* import, the question is:

"What was or is that prime conception which first existed in the infinite mind of God when He determined to create the flower—the idea which He now embodies in those glorious objects, and through them now offers to us for the instruction and elevation of our own minds?" That conception, although embodied in forms so various, is in itself perfectly simple and definite, containing the germs of a boundless diversity, and equally capable of harmonizing all extremes in itself. Such a conception *there is*, and it exists independent of any material embodiment, just as we may *now* affirm the existence of the Lily, while every plant of that kind lies dormant or dead under the frosty rigor of winter.

It is perfectly in order to search out this *beau ideal* of the floral structure, now called in scientific phrase, *the typical flower*. In that, *if attained*, we shall possess one of the thoughts of the Deity! and it will be to us as a key wherewith to interpret the meaning of the strangest of the fantastic forms into which the flowers diverge. Without the knowledge of this type, any adequate understanding of the floral structure is impossible.

The first characteristic of the typical flower is thus stated. Four classes of organs, each class distinctly differing from the other three, and arranged circularly, constituting four concentric circles.

The second characteristic is thus announced. Let the number of organs constituting each of the four classes be the same in all. For example: If there be three sepals in the calyx, there should be three petals in the corolla, three stamens in the third circle, and three styles in the fourth or inner circle; or, if there be five pieces in the outer circle, there must be five in all.

The third characteristic of the typical flower is this: Let the several organs of each circle be alternate in position with the organs of the adjacent circles. In other words, the sepals must be alternate with (not opposite to) the petals; the petals must be alternate with the sepals, and with the stamens, and so on.

The fourth postulate is, that each and every organ of the type be free and distinct; that is, there must be no cohesions nor adhesions among them. The sepals must be *distinct* from each other and *free* from the petals, stamens, or styles; the petals must stand distinct from each other, and free from the sepals, stamens, etc.

The fifth and final. Let the several organs in each circle be similar and uniform in all respects; that is, similar in form, size,

and position. The sepals must all be alike among themselves; the petals also, the stamens, and the styles. In consequence of this, the type is uniform on all sides, neither cramped nor oblique. In a word, it is *regular*.

The structure of the typical flower, as above-described, will become still more apparent if epitomized as follows.

1. It is a *quaternion*—having four sets of organs arranged in four concentric circles.

2. It is *symmetrical*—having the same number of organs in each circle.

3. It is *alternated*—having the several organs of each circle alternate in position with the adjacent organs.

4. It is *regular*—having the several members of any one of the circles, in all respects alike.

5. It is *absolute*—having each and every organ distinct and uncombined.

Such is the type, the completed flower; but we must search long before we find it *perfectly* illustrated in nature. Among a myriad of species, not one may be found exactly conformable; and still, not one shall be found without an evident *tendency* in that direction. Hence that infinite variety and that apparent independence of set forms which characterize the flowers and impart to them an interest which is ever new.

In conclusion, we add a few illustrations showing how the endless diversity in the floral world may be consistent with this unity of plan, and how the former results not from the violation of the latter, but from sportive modifications of it.

The genus Crassula (natives of Africa) gives us perfect examples of the type, having five sepals, five petals, five stamens, and five styles—all uniform, all distinct, all alternate. The Flax (*Linum*) approaches very near, deviating only in having the five styles united below into one ovary. The Tulip deviates a little further, having its three styles completely united, and a double quota (six) of stamens.

Again, there are flowers deficient in one or more of the four circles of organs. For example: Anemone has no corolla. The flowers of Ash have neither calyx nor corolla. Begonia develops a part of her flowers without stamens and the rest without pistils. The flowers of Snowball have neither stamens nor pistils. Such deficien-

cies are very numerous. Some flowers develop a redundency of organs. The Rose has its stamens increased to forty or fifty, in eight or ten circles. The Lily has two circles of stamens. Magnolia has two or three circles of petals. Buttercups thus multiply both their stamens and pistils, always to some multiple of five, acknowledging always the law of circles.

Secondly. The flower may be deficient in only a part of some circle. Thus the Balm (Monarda) develops only two stamens of her five. She attempted, however, to develop the other three, as may be seen on inspection. The Larkspur produces only three or four of her quota of petals; Aconite but two (the other three may be found by searching). Such exceptions only confirm the rule.

Third. The flower may vary in its *radical number*, which we may suppose to be normally five. Thus in the lily, three is the radical number (three sepals, three petals, three stamens, repeated, three pistils); in Syringa, four; in Berberry, six; and in Houseleek, twelve.

Fourthly. The flower may deviate from the *regularity* of the type, becoming oblique or one-sided, as seen in the Petunia but slightly, and in the Sages excessively.

Again, there are endless deviations in respect to cohesions and adhesions. Witness the Morning Glory, whose five petals are completely united, edge to edge, into a single funnel-shaped piece; the Pink, whose sepals are similarly conjoined; the Phlox, whose petals are partly united; the Tulip, whose three pistils are united into one; the Apple, in which the sepals are closely combined with the pistils. In short, the flowers are few in which some of these cohesions do not occur, often so far disguising the original type as to render its recognition a question of difficult solution. But, fortunately for the student, nature, in almost every instance, has left seams and marks to indicate the places of these abnormal unions.

Thus, in the briefest manner possible, we have glanced at the primeval type of the flowers, and alluded to the mazy dances of the floral tribes which cluster around her and follow closely in her train. We have seen how infinite diversity may be consistent with essential unity, and how a common principle may harmonize the widest apparent extremes. Henceforth, we have a key to unlock the mysteries of this beautiful science, and a simple standard unto which we may reduce all the vagaries of the floral structure, and so judge of their nature and character.

[For the California Teacher.]

LIFE'S TEACHINGS.

BY MOUNT PLEASANT.

We glory in the mighty oak,
Whose giant branches spread
Their wondrous miracle of leaves
In cool shade o'er our head;
But while we bow to grace and strength,
With reverence profound,
'Tis also well to give a thought
To the workers underground,—

To the weak and puny fiber
That a baby's hand might break,
But which, with ceasless labor,
Doth all this glory take
From the breast of its bounteous mother,
As it toileth on unseen,
Doing the work of the wondrous God,
In whose sight there's nothing mean.

Thus in the path of daily life,
We see our brothers rise
In honor's path, or fame's broad road,
As landmarks for our eyes;
Looking with pleasure up to them,
We're nobler lessons taught,
For back reflected is on us
The glimpse of Heaven they got.

And we, the toilers working on,
Unknown or hid from view,
'Gainst hope deferred, or effort crushed,—
Let us remember too,
That God makes oaks to glad the earth,
And roots to work unseen,
And fits the burden to the back,
Tho' hard the load we deem;

That, though we are not rich or great
Unto the worldly eye,
Still for a brave "excelsior,"
'Tis ours, at least, to try;
Despising mean or sordid hopes
That chill the soul with death,
Let's do our part as God sees fit,
Till he recalls our breath.

Resident Editors' Department.

OBITUARY.—The following admirable notice of Prof. Eaton was mislaid, and not found in time for the January number of the TEACHER.

Died in Andover, Mass., Tuesday evening Oct. 10th, after an illness of three weeks, James Eaton, M.A., Principal of the English Department of Phillip's Academy, and author of the series of arithmetics bearing his name. He was successor to Wm. H. Wells, A.M., since Superintendent of Public Schools, in Chicago; his age was about forty-eight years.

Though not having enjoyed the advantage of his direct teaching, nor the pleasure of personal acquaintance, yet as his fellow townsman and a member of both departments of the institution where he closed his very valuable labors, the instinct of the "true relation" prompts me to lay this slight offering upon the altar of his memory.

Mr. Eaton was a specimen of a true teacher, earnest and noble. I believe he had few superiors. Eighteen years of unbroken service at one such post as his, testify to this; hundreds of athlete minds trained in that service are its living monuments.

Recognizing the broad principles of education in its large sense, he did not teach mathematics simply. He did not develop *creatures* with keen metallic instincts for per cent. alone. He aimed to form character of the true caliber and standard; his pupils left his presence annually with the stamp of manhood upon them; they went into active life to be *citizens* of a free commonwealth, and from their many elevations now look back to him as the motive power that started them upon careers of usefulness and honor.

He did not teach from accident—he *chose* to teach. He did not teach to maintain existence in the world. He did not regard the labor as menial, or as the stepping stone to *honorable* professions. He made it *his* profession and he *made it honorable*; he dignified it, and the profession is his debtor.

He was not an embodiment of science either, with all other elements omitted. He was a man with a christian nature and a christian heart; therefore, his influence was *felt*, not only in the school-room, but in the neighborhood. There is need of such as he in San Francisco and in the State. Though a school teacher, he was recognized as having a positive value in the community. He will be *missed* henceforward; *missed* in the church, in the schools, in the society of Andover. The members of the "Old Phillips," in distant places, will be saddened, as they read the record of his departure. But all will feel conscious that a good teacher, a good citizen and loyal, and a good christian, has gone home to his reward in the "high places." H. P. C.

THE FENCE QUESTION.—We have received from the author, Mr. George Tyng, a pamphlet of sixteen pages upon this subject, advocating the repeal of certain laws about fencing. It is well written, we judge, but our lands being chiefly "in Spain," (where our castles are) we are not prepared to give any opinion upon the facts about fencing in California.

Judge Hager's Bill.—Just as we go to press we have received a copy of a bill introduced into the Senate, designed to regulate the powers and duties of the San Francisco Public School Department. As the Teacher is already made up for the month, we have no opportunity to discuss the merits of the proposed law, but we are convinced there can be no danger of its passage by the Legislature of California. If members of the Board of Education were mere boys, instead of earnest men as they are, and members of the Board of Supervisors were the only possessors of sufficient wisdom to look after the educational interests of the city's children—if moreover, the Supervisors were not endowed with common sense enough to determine for themselves the proper limit to the cost of school-houses, and if the experience of San Francisco and other cities had demonstrated that only youth, between the ages of seven and thirteen years, have need of mental culture, then there might be a shadow of excuse for certain of the provisions in this bill. With our present information, we cannot see any justification for its author.

Oregon.—We are glad to receive from our northern neighbors any items concerning the educational interests of that State, and hence insert the following.

This State is moving on in the cause of education. It already has two universities and seven academies; and this, we think, with a population no larger than that of San Francisco, is doing very well.

The oldest institution of learning in the State is the Willamette University at Salem. It was founded in an early day by the missionaries. The school is still taught in the old frame building, but a new elegant brick structure, which will cost about thirty-five thousand dollars, will be ready to be occupied about the first of next September. Dr. Wythe, late of your city, is now its President. He is deservedly popular as a teacher. This Institution is a power for good in this State; from it have been graduated some of the most useful men of our State.

Our village, Dalles, is located on the south bank of the LaCreole, a little stream which rises in the Cascade range of mountains, runs east, and empties into the Willamette. At this village is located our LaCreole Academy; the building is a very commodious one. We purchased, through the Rev. A. Higbie of Napa, some philosophical instruments, of Lawrence & Houseworth of your city, for the use of our school. We also have, for the use of the Primary Department, a full set of Willson's School and Family Charts. The school was never more prosperous than it now is.

Our common school system is not a good one, as you may be able to judge from the fact that but three districts in the State maintain free schools the entire year, viz.: Portland, Oregon City, and Salem. Think the next Legislature will inaugurate a better system; we hope so at any rate.

Yours truly,

W. D. Nichols.

Chicago.—We have received the Eleventh Annual Report of the Board of Education, being from January 1st, 1864, to August 31st, 1865. Whole number of pupils enrolled, 29,080. Whole number of teachers, two hundred and forty. Number of pupils who were neither absent nor tardy, during the year ending July 14th, 1865, District Schools, boys, thirty-six; girls, thirty-five. High School, boys, thirteen; girls, fifteen. The Superintendent, J. L. Pickard, Esq., enlarges, among other things, upon the effects of tardiness and truancy upon pupils and schools, and upon school discipline. We hope to have space hereafter for quotations from this valuable report.

Bancroft's Catalogue of Scientific Books, just published, is worthy of special notice, as showing the faith that enterprising firm posses in the reading public of this coast. It is tastefully printed, and its compiler, W. H. Knight, Esq., deserves great credit for his skillful arrangement of the topics, as well as the complete but concise descriptions given. It is divided into twenty-one general classes, each one embracing a variety of minor heads. Thus, for example, we find under the general class "Chemistry and Electricity," the subdivisions, Chemistry, Blowpipe. Electricity, Magnetism, Heat and Light. The Telegraph, and Electro-Metallurgy. Under the first subdivision we find a list of seventy-six works, with the place and date of publication. Under the second, we find a list of seven works; under the third, twenty-six; under the fourth, eight; and under the fifth, a list of four works. Mr. Knight informs us that over one hundred American and English catalogues were consulted in compiling this catalogue and ordering the stock, and that it represents the stock of Bancroft & Co., in this department, as now arranged and classified on their shelves.

Great Expectations.—It is a pleasure to receive geographical and statistical reports, especially when concisely written, and in a cheerful spirit like the following.

Mount Pleasant is situated in the valley of San Pablo Creek, but it might as well be placed in the valley of the *Shadow of Death*, as our worthy School Trustees think they can only afford to pay their teacher *fifty dollars* per month, on which they expect him to support a wife and family, and to dress like a gentleman, besides requiring him to be of unexceptionable moral character, an accomplished scholar, and a practical teacher. Ye, at least, I am satisfied, will not consider the writer as yielding to "mean or sordid hope," if he keeps a braver "excelsior" than this in view.

American Freedman's Aid Commission.—Rev. O. C. Wheeler, General Agent of the Pacific Department, sends us Document No. 1, entitled "The Work Outlined;" being a letter from the Secretary of the Commission at Washington. It appears from this document that the sum of $2,200,000 is the least which that organization can satisfactorily expend this year, and that it rather expects to need $4,800,000. Among the items provided for in the least sum named, we find "two thousand teachers at six hundred dollars, $1,200,000," and "school books, $200,000." A great educational enterprise!

Prof. Wickersham, of the Pennsylvania State Normal School, whose educational works have made him well known in California, is about to make a journey to Europe, for the purpose of studying the condition of affairs in that portion of the world. He has earned a six-months' vacation by his twenty-five years of service in the school-room. We infer from his letter to one of the daily papers, which we find in the *Pennsylvania School Journal*, that we shall have another book as one of the results of his visit to Europe.

Flowers.—We have again to thank Prof. Wood for a botanical article in the Teacher. We hope that our friends in the southern part of the State will do their best to advance his interests during the few weeks he may spend there. He left this city for Los Angeles about the twentieth of January.

College of California.—We take pleasure in presenting to our readers this month, engravings of this College and the schools connected therewith. The catalogue for 1865–1866 is nearly ready for publication. From an advance copy we learn that the number of students in Senior year, is four; Junior, three; Sophomore, six, and Freshman, twelve. The library will be enriched this year, by the generous donation of five thousand dollars, from the Pacific Mail Steamship Company. The Mining and Agricultural Department, it is hoped, will soon be vigorously in operation. The Academic Department shows a list of two hundred and forty-three students. The State may well be proud of the energy and perseverance which have accomplished the establishment within her borders of such an institution as the College of California.

The Pennsylvania School Journal, edited by Thomas H. Burrows, and published at Lancaster, Pa., for one dollar a year, is now in its fourteenth volume. It is a large octavo, has double columns, contains far more matter than is usually found in the monthly journals, and we consider it invaluable to every Pennsylvanian. The editorial in the December number, headed "Time's Revenges," was written on a sheet of paper prepared in England, on which to print the bonds of the so-called Confederate States. A large quantity of that paper had been captured on a blockade-runner and sold on government account, and one ream thereof was presented to brother Burrows as a sort of compensation for the extra cost of paper in war times. We imagine he makes good use of it.

Thanksgiving.—It seems to us a long time since, but we are reminded that such a day has occurred by the receipt of Rev. Dr. Scudder's sermon, which comes to us in highest style of the art typographical, and of course from the supervision of Messrs. Towne & Bacon, the enterprising firm who have already won immortality by printing the Teacher. The sermon itself belongs to the highest class of thanksgiving discourses, and ought to be read by everybody.

Wide Awake.—The President of one of the large colleges and college schools of this State writes to us as follows.

If consistent with your regulations, please send me copies of the various questions used at the late State examination. I intend in future to devote one half-day in each week to written examinations. The questions you kindly furnished me last year, I have found very useful. I am anxious to keep *myself* and my pupils fully posted on all the improvements introduced in our schools. When I cannot do this, I will abandon the school-room.

Yours, truly,

John Bagnall.

Good Appointment.—Hon. Henry Barnard has provisionally accepted the presidency of St. John's College in Maryland. The *American Journal of Education* will be continued as heretofore. Considering the excellence of the new school law in Maryland, the excellence of the Maryland school journal in its new form, and the excellence of the new President of St. John's College in Maryland, it is certainly safe to assume that our sister commonwealth is on the high road to perfection in her educational arrangements.

New Publications.—The following have been received.

Life and Letters of Frederick W. Robertson, M.A., Incumbent of Trinity Chapel, Brighton, 1847–53. Edited by Stopford A. Brooke, M.A. In two volumes. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 352, 359.

What the memorable biography of Dr. Arnold was in the educational world, this biography of Mr. Robertson must be in the religious world. The sermons published by the same house, have been received as earnest discussions of great principles, by a large number of the thoughtful men of our country, who will read them with new interest after the perusal of these excellent volumes of Mr. Brooke. We have left many pencil marks on the pages, and it may be that hereafter the readers of the Teacher will be profited by selections thereby noted, as many of the principles which lead to success in the religious teachers, whom we style clergymen, are also of practical importance in the apparently humbler work that is done in the school-rooms of the commonwealth.

Notes from Plymouth Pulpit. A Collection of Memorable Passages from the Discourses of Henry Ward Beecher: With a sketch of Mr. Beecher and the Lecture Room. By Augusta Moore. New Edition, revised and greatly enlarged. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 374.

The reader who should judge of a person by a collection of his choice sayings, might have an incorrect idea of the real man, but still might be more really profited than if it had been a personal labor to collect the sayings from the mass of verbiage with which they were originally surrounded. This is not a book, in any true sense of the word, but is rather the seed for many books. The paragraphs are short, disconnected, but alive. He who shall take one for his morning lesson, will find the thought, in many instances, expand and become very fruitful for himself, before the nightfall. Mostly upon religious subjects, perhaps, these notes have a freshness that will make them precious to those who adopt the author's theology, and attractive from their plainness, force, and beauty, to those whose theology has a different key-note.

An Explanatory and Pronouncing Dictionary of the Noted Names of Fiction: Including, also, Familiar Pseudonyms, Surnames bestowed on Eminent Men, and Analogous Popular Appellations often referred to in Literature and Conversation. By William Wheeler. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 410.

This work, based upon the frequently referred-to feature, in Webster's Unabridged, last edition, is still, in some respects, new. More than 1,700 articles have been added to that basis, and a new index of importance has also a place herein. But if there were no improvements, it were an excellent thing to have in this form, on account of the ease with which the work may be used. Teachers and others will make a note of Mr. Wheeler's book, and secure a copy from Mr. Bancroft, at their earliest convenience.

Kerl's Grammars. New York: Ivison, Phinney, and Blakeman.

We have seen two of this series of grammars, and we regard them as admirable in several respects. The arrangement of matter is excellent, the definitions are generally good, though in a few instances, we think, not as clear as in sev-

eral other authors. The illustrations we like especially; they have one merit not generally seen in grammars, viz., that of being drawn from American standard writers, while usually English writers have been called upon to illustrate all grammars in our language, from Murray down. It is refreshing to meet new examples, if correct models, from our own writers. Another good feature is the collection of idioms and difficult constructions, showing the peculiarities of our own language. Infinitives and Participles are treated differently by this author than by most other writers, and we do not yet see the value of the difference, though it may be sound. The article upon capitals is good. There are other merits, some of which are these, viz., the natural method of developing thoughts and finding words to express them, the development of sentences from the fundamental idea, the clear statements in regard to relations of words, the fullness of false syntax, etc., etc. Then the books are progressive and simple enough, we should suppose, to suit some who seem to be much exercised lately upon the matter of SIMPLICITY of text books. We learn that a teacher here contemplates writing a grammar adapted to the capacity of teachers and pupils here. We should think if he had ever opened one of this series, he would give up in despair. Their typographical beauty, their philosophical arrangement and completeness, leave nothing to ask, it would seem; and yet they *may*, like certain arithmetics we could mention, have too much, or too little, be too profound, or too shallow for some teachers. C.

TWELFTH ANNUAL REPORT OF THE BOARD OF EDUCATION, of the City of Oswego, for the Year ending March 31st, 1865. pp. 117.

This report is intrinsically valuable. The Secretary of the Board, having often received letters of inquiry concerning the "organization, classification, course of instruction, and methods of teaching of the Oswego schools," takes this occasion to give a brief and connected outline of the main characteristics of what is widely known as "the Oswego System." Seventy-five pages are thus filled with matter that ought to be published in book form, for use as a hand-book for teachers. The general statistics of the schools show, as the number of children between five and twenty-one years of age, 6,387; of these, 5,124 are registered in the public schools. Number in daily average attendance, 2,932. Number of permanent teachers, 61. Average number of pupils registered, per teacher, 85.

AMERICAN SCHOOL QUARTO GEOGRAPHY. Comprising the Several Departments of Mathematical, Physical, and Civil Geography. With an Atlas of more than One Hundred Steel Plate Maps, Profiles and Plans, on Forty-Two Large Sheets, drawn on a new and uniform System of Scales. By C. Woodworth Colton. New York: Ivison, Phinney, Blakeman & Co.

We have examined this work, and pronounce it good as a volume of reference, and for the more advanced classes of schools: for any other purpose it is too compendious. It will require, at least, two years for ordinary classes to complete it, and probably more than that. The old style of arrangement prevails rather, as in most geographies, viz., introducing Mathematical Geography first, the most difficult part of the subject, and which should come last; also

giving long series of map questions upon a country, before any knowledge of the country is given by text. The map questions are too numerous, come when they may, if they are intended for memorizing. No child is benefited by memorizing a thousand questions on the map of Asia and Africa. A good feature of the work, is the treatment of the matter referring to cities and large towns. Much information is here communicated of value, by which a good idea is obtained of the principal cities of the world. The very clear pictures and the fine maps, form another good feature. These alone would render the work attractive. The text is also pretty well arranged, but in too fine type for any other than clear sun-light and strong eyes. Some errors, commonly found, in regard to California, are repeated here; but this might be expected. The new geography of this coast will correct all this, we trust. We should omit the Physical Geography also, as it is not sufficient for a manual on that important subject, and swells the volume to an inconvenient size for children. As a reference book it is valuable in families or for advanced pupils. C.

A Report on Object-Teaching, made at the meeting of the National Teachers' Association, held at Harrisburg, Pa., August, 1865. By Prof. S. S. Green, in behalf of a Committee. Boston: Massachusetts Teachers' Association. pp. 31.

Prof. Greene considers his subject under these questions.

1. What place do external objects hold in the acquisition of knowledge? Are they the exclusive *source* of our knowledge?

2. So far as our knowledge is obtained from external objects as a source, how far can any educational processes facilitate the acquisition of it?

3. Are the measures adopted at Oswego in accordance with the general principles resulting from these inquiries?

Upon the first question he concludes: "Objects may have been the *occasion* of calling up many of these ideas, but they are, by no means, the source of them." Upon the second question he concludes, that object lessons rightly given, are almost indispensable in the true system of education. He takes care, however, to describe what he means by object teaching, in words which we greatly regret our inability to copy for our readers. The third question is answered, "unhesitatingly, in the main it does." The Oswego system is then described, its imperfections fairly admitted, but its excellencies well pointed out. We should be glad to have this report of Prof. Greene widely distributed among our teachers. It is suggestive, and would be helpful to them all.

A Hand-Book of Latin Poetry, containing Sketches from Ovid, Virgil, and Horace, with Notes and Grammatical References. By J. H. Hanson and W. J. Rolfe. Boston: Crosby & Ainsworth. pp. 776.

To the classical teachers of our coast we may safely commend this book for a careful examination. The amount of Latin included is sufficient for the purposes of the volume, and the notes seem to us excellently prepared. Of the seven hundred and seventy-six pages, three hundred and sixty-two are devoted to the text of the selections. The publishers have performed their part well in the general appearance of the Hand-Book.

PACIFIC FEMALE COLLEGE.

THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

PEACE OR WAR?

BY PROF. KELLOGG, OF THE COLLEGE OF CALIFORNIA.

Not in the nation; that question is settled. But in the school-room, between teacher and scholars. In this little commonwealth, shall there be harmony and coöperation between the instructor and the instructed, or daily, incessant strife? The answer is very much in the teacher's own power.

The fact is, unfortunately, that pupils are prone to feel belligerent. Even in a college, there is often a surly warfare waged against instructors. Grown-up young men act on the theory that President and Professors are not their best friends, but are trying, in petty ways, to tyrannize over them. In school, such unreason is, as we might expect, still more wide-spread. Many a young Hobbes deems the schoolmaster his natural enemy. There are localities in which a new teacher must win his scepter by the hardest. He and his pupils have a pitched battle, and sometimes a hard-fought campaign. The big boys scowl, and look, and mutter the threats of a mistaken manliness; the smaller ones, more active than Mosby's guerrillas, resort to the innumerable forms of boy-mischief. What teacher has not had something of this experience? He cannot always tell what or where the trouble is; there is an

atmosphere of resistance, a sense of strife, of conflict between will and will. There may be few war-like demonstrations; he wishes the cloud would burst, and pass away. His life may thus drag itself wearily along, week after week, and month after month. He is harrassed and worn, and sees sadly that some of his scholars are hardening into stubbornness and indifference. If there is little active mischief, there is a want of interest—there is no sympathetic response to his best efforts for their improvement. He sighs for peace in place of strife, for confidence and affection in place of coldness and antipathy.

If the teacher cannot bring about this change, sooner or later, he has mistaken his calling. It may require long and patient efforts. There may be—let us admit only the possibility—pupils so cross-grained, or so marred already by contact with wrong things, as to be beyond the power of the best influences. But usually the case is by no means hopeless. Strife can be made, at least to cease, and substantial harmony to spring up and bear its goodly fruitage.

There are two kinds of peace; one of which may be had. One comes from gentleness, kindness, a true interest, felt and shown, in the scholar's welfare. This is by far the best kind. Love is the great motor in our world. A kindly interest and sympathy in the pupil's work will seldom fail, early or late, to win his respect and affection. It is worth a year's effort, to show him that your interests are just the same as his; that instead of being an unfeeling despot, clothed with a "little brief authority," you are simply and only his friend. Prejudice and antagonism melt away before proofs of genuine sympathy and interest. If a teacher is conscious of possessing these qualities, and yet cannot show them, if he has no magnetism of heart and mind, he is out of place. The work of teaching is too high and sacred to be left to the will alone. There must be more than force apparent in the ruler of the school-room. There must be something to inspire loving loyalty—such as good Englishmen feel toward Victoria, such as embalms the memory of Abraham Lincoln.

The other kind of peace is that which is conquered. Less good than the other, it is much better than none. Such is the peace in which our new nation now rejoices. The Southern States are not

yet loyal—they are simply overpowered. But this peace we deem a priceless blessing; it stays the ravages of war, and gives promise of safety and prosperity. It is the stepping-stone to the higher peace of a true loyalty. So in the school-nation. There may be restless, insurgent spirits, that insist on conflict; mis-trained children, whom rich homes have spoiled, or poor homes imbruted, whom the world, perchance, has browbeaten, and corrupted, and imbittered. In such a case, let the conflict come. The teacher must have firmness, and "fight it out" on the line of duty. He must be equal to strategy and combat. If he is fit for rule, the scholar will soon find it out, and acknowledge his mastery. Respect, at least will follow; and pretty surely, confidence and affection. But the teacher's mastery must be of mind and heart, no less than of will. Firm and fearless, intelligent and loving, he will then have conquered a double and lasting peace.

[From the First Biennial Report of Sup't of Public Instruction.]

STATE EDUCATIONAL JOURNAL.

In a preceding section of this report I have mentioned the beneficial results arising from the circulation of the California Teacher, the educational journal selected by the State Superintendent, under the provisions of the school law of March twenty-second, eighteen hundred and sixty-four, as the official organ of the Department of Public Instruction. The present law authorizes the County Superintendent of each county, to subscribe and pay, out of the unapportioned County School Fund, for one copy of a State educational journal for each Clerk of the Board of Trustees of each district of his county, at an expense not exceeding one dollar a year. The Board of Editors, in commencing the third volume, July, eighteen hundred and sixty-five, found it necessary to raise the general subscription price to one dollar and fifty cents, as the former subscription price of one dollar was less than the cost of paper, printing, and binding.

During the first year of its existence, without aid from county subscriptions, the California Teacher circulated one thousand copies, and was published at an expense of one thousand four

hundred and four dollars. Its total receipts amounted to one thousand three hundred and twenty-seven dollars and ten cents, leaving a minus balance of seventy-six dollars and ninety cents, which was paid by the editors out of their own pockets. The only expense incurred was that of printing, as all the labor of editing and mailing was gratuitous.

During the second year, ending June, eighteen hundred and sixty-four, the journal had a subscription list of one thousand five hundred, and circulated one thousand seven hundred copies; two hundred copies being used in exchanges with the press, and with eastern journals. The receipts from county subscriptions of Trustees, were seven hundred and fifty dollars; from subscriptions by teachers and others, six hundred and fifty dollars; and from advertisements, eight hundred dollars; making the total receipts two thousand two hundred and thirty-four dollars and forty-one cents. The cost of publication was two thousand two hundred and six dollars and forty-two cents, exclusive of the voluntary labor of mailing and keeping books, which cannot be estimated at less than thirty dollars a month, or three hundred and sixty dollars a year. The subscription list for the present year is somewhat less than that of last, and the advertisements are less than half those of the preceding year, so that there will be a necessity of reducing the journal to less than the present meager size of twenty-four pages of reading matter. Without further aid from the State the journal can be kept in existence, but to be effective, it should be double in size.

The question to be considered by the State is not the interests of the journal, but that of the public schools. Would the wider circulation of such a journal be an economical and judicious expenditure for the State, in advancing the interests of general education, in making the schools more efficient, officers more faithful, and school expenditures generally more economical?

I think that good and sufficient reasons can be advanced to show that such would be the case. Other States have pursued the same liberal policy, and always with satisfactory results. The new State of Nevada, which has just adopted the school law of California, almost without change, and our State series of text books entire, has set a liberal example and pursued a wise policy by authorizing a subscription of four copies for each district, of some educational

journal, to be named by the Superintendent of Public Instruction, who for the present has made the CALIFORNIA TEACHER his official organ. The Board of Education of the City of San Francisco has shown its appreciation of the value of a school journal, by subscribing for a sufficient number of copies to furnish each female teacher in the department with a free copy. The Board of State Normal School Trustees has furnished the same journal to the pupils of the State Normal School, as an indispensable text book for all who intend to become educated teachers.

It must be admitted that School Trustees need to be instructed in their official duties; that they need some direct and regular means of communication with the Department of Instruction; that they need to be informed of the general progress of educational measures; and need to have an intelligent comprehension of school law and our school system.

There are now in the State eight hundred and thirty-one Boards of Trustees, of three members each, or two thousand four hundred and ninety-three citizens holding that office. Of this number one-third, or eight hundred and thirty-one, were elected last August. They entered upon the duties of their office knowing little of school law, and less of the details of their work. Those Trustees, last year, were the disbursing agents of eight hundred and eighty-three thousand one hundred and sixteen dollars of school money. They are paid nothing whatever for their services; and can the State not afford to expend the sum of fifty cents each for the purpose of instructing them in their duties, and informing them concerning the public school system? Would it not be the true policy of the most rigid economy? The amount so expended would be equal to a per centage on the whole amount of money disbursed of one-eighth of one per cent., or one-eighth of a mill on each dollar. Would not the influence of a good journal secure a far more effective, judicious, and economical expenditure of this large school revenue?

The economy of our school system consists in not reducing the rates of school taxes, but in their careful expenditure. The employment of a few incompetent teachers wastes ten times the cost of a good school journal.

It must be borne in mind that the newspapers of the day contain very little strictly educational matter; that few Trustees ever have

in their possession strictly educational works; and hence they must remain ignorant of much which they ought to know, unless it be furnished through the pages of a monthly school journal. The suggestions of such a journal on school architecture alone would have saved during the past five years fifty thousand dollars, uselessly wasted on miserably-planned school-houses and barbarous school-furniture.

The School Trustees are the immediate executive agents of the Department of Instruction. It matters not how excellent the school law, nor how heavy the school taxes, if the Trustees fail in the proper discharge of their duties. They make or unmake the school. The importance of their duties cannot be well overestimated. They are the executive agents of the people and the exponents of their wishes. They should be men fitted to mold the public sentiment of the district. All the efforts of the State, of the Superintendent of Public Instruction, and of County Superintendents, may be made by them of no avail. Their powers and duties are numerous and varied. They expend all the money raised by the State, county, and district taxes, and rate bills, for school purposes; they employ and dismiss teachers; they provide maps, blackboards, furniture, and school apparatus; they prepare plans for school-houses; admit or expel pupils; provide books for indigent children; fix the amount of rate bills; assess and collect district taxes; fix the rate of teachers' wages; appoint the School Census Marshals; visit the schools, and make the reports on which are based the returns of the County Superintendents to the Superintendent of Public Instruction. If they choose to employ an illiterate and incompetent teacher, the public money is wasted. If they erect an ill-planned, ill-ventilated, ill-constructed school-house, it remains for many years a monument of their incompetency. If they build none at all, the children remain in hovels which disgrace the State. If they reduce the rate of teachers' salaries to the wages of a common laborer, there is no redress. If they take no measures for assessing a district tax, the children remain untaught or only half taught. If they think an old water-bucket, a battered tin dipper, and a worn-out broom, all the school-apparatus necessary, the teacher must lose half his labor for want of the proper appliances of education. If they make incorrect reports, the errors cannot be corrected else-

where. If they make no returns, the district loses the public money, and the children are defrauded of their rights.

Is the office of School Trustee, then, one of little importance? Does it not require good judgment, common sense, experience, and, above all, a living faith in our American system of public schools? Is it not a wise, sound, judicious policy for the State to endeavor to raise the standard of qualification among Trustees, and to provide means for thorough instruction in their duties, and in the needs of the schools? The universal complaint is that School Trustees are not interested in their duties, and are negligent in their performance of them.

A monthly journal of education would be generally read, and could not fail to excite a deeper interest on the part of school officers. It must be remembered that Trustees are constantly changing, and new men are coming into office, who must learn for themselves the routine of business. On the broad ground of true economy it is the policy of the State to sustain such a journal, for the purpose of keeping in existence a thorough system of education. A salary of fifty cents a year to each Trustee would not be an extravagant compensation for their many and responsible duties. If the Trustees are awakened to an interest in education, if they deeply feel its importance, the whole community will be made alive.

In a State like this, where there is no class of men who have the leisure and inclination to devote themselves to school interests, where all are deeply immersed in the exciting cares of business, and the struggles incident to all new communities, they need to be aroused to action by special appeals, particularly on educational topics. Intelligence must precede all effective action. No school system was ever supported by ignorance or apathy, and schools are neither indigenous nor self-sustaining; they need mind as well as money—enthusiasm as well as taxes.

There are many reasons to be urged in favor of furnishing a copy for the use of each school library and teacher. The older pupils in the school would find in its pages much valuable information; and they should be educated to feel an interest in the system of schools in which they are taught, for in a few years the schools will be committed to their hands. The bound volumes, giving the current history of the progress of schools, would form a valuable

addition to the school libraries. If it be desirable that Trustees read an educational journal, it must be evident that all teachers ought to be readers of a professional publication relating so directly to their own advancement and that of the schools. A school system never organizes itself in any community; it is the result of effort, of labor, of interest, by individuals. Teachers, more than any others, should have an intelligent understanding of what must be done to make the schools serve the ends for which they are designed. It would seem that every teacher in the State would cheerfully contribute the small subscription price for the support of a professional organ, and that no one could afford to be without it. The best teachers in the State, it is true, are subscribers for the State journal, and for many other valuable educational publications relating to the occupation in which they are earning their living.

The total number of subscribers, aside from Trustees, sums up four hundred and twenty-three; but from this number there properly should be deducted one hundred and fifty copies subscribed and paid for by the San Francisco Board of Education, fifty copies taken by County Superintendents, and fifty copies by persons not engaged in teaching; leaving only one hundred and seventy-three copies subscribed and paid for by teachers of both private and public schools.

It is not a flattering exhibit. It is not creditable to the teachers as a class. There are one thousand and seventy-nine public school teachers in the State. If the eight hundred and twenty-seven teachers who do not subscribe for the CALIFORNIA TEACHER read any other journal of education, the plea might be urged in their behalf that our own State journal was not worth reading. But the fact is, they belong to the fossil order. They are too well satisfied that they "know how to keep school," and that there is nothing more for them to learn.

If the journal is not a good one, let them make it so. The two resident editors, who give time and labor, which, if paid for, would cost six hundred dollars a year, will cheerfully allow any of them to take their places. Teachers complain of cheap wages, and of tight-fisted Trustees, yet cannot pay the pittance of one dollar a year to support a journal which advocates their own interests. It should be the policy of all Trustees to reduce the wages of all such

teachers to the lowest possible pittance which will support life; for their services are dear at any price, and the sooner they are starved out the better. The very teachers who need the stimulus of a school journal, are the ones who never will subscribe. Let the State, then, furnish all teachers, through the school library, with the official organ of the department. The cost will be less than a thousand dollars, and the schools will not be shortened half a day in the year by this sum taken from the school fund. The awakened interest in the minds of many apathetic teachers will increase the working power of the schools to an extent worth a month's extension of school terms.

I recommend, therefore, that instead of the present law requiring each County Superintendent to subscribe for a copy of the journal for each Board of Trustees, at a cost of one dollar—less than the actual cost of printing the journal—that the Superintendent of Public Instruction be authorized to subscribe for a sufficient number of copies to supply each district library and each District Clerk with a copy, at a subscription price not to exceed one dollar and fifty cents each, the present subscription price of the journal, with which it is barely able to be maintained. The State Board of Education should have the power of designating this journal, and of reducing the subscription price, if at any time it shall be found possible to do so.

The amount necessary to pay for such subscriptions, some one thousand, six hundred dollars, should be made payable out of the State School Fund, before apportionment, as a part of the ten per cent. proposed to be set apart for the Library Fund. This would save County Superintendents the trouble and expense of drawing subscriptions from the County Fund and forwarding to the publishers by express; and it makes no difference whatever in the end whether the amount be taken from the State Fund before apportionment, or from the County Fund after apportionment.

It should be provided that the journal should contain a Department of Instruction, in which all circulars, decisions, apportionments of State School Fund, rules, regulations, and instructions of the State Superintendent and the State Board of Education, should be published. In this way alone nearly enough would be saved to the State in printing bills of the State Printer to pay for the entire cost of the journal.

[For the California Teacher.]

TEACHERS' LIFE DIPLOMAS.

BY JOHN BAGNALL, FRANKTOWN, NEVADA.

I HAVE oftentimes been not a little surprised to hear some teachers object to the idea of "Life Diplomas" being granted to such teachers as have, by passing a satisfactory examination, shown themselves, in respect to character, ability, and experience, entitled to receive them.

I propose briefly to consider a few of what are alleged as objections. "Life diplomas," say some, will give the "old" men an advantage over the young ones, and create a privileged class. The word *old*, on the Pacific Coast, is rather a difficult one to define, inasmuch as we often hear men of thirty-five years of age, and unmarried girls over seventeen, spoken of as "getting pretty old." But, assuming the objector's meaning to be, that "life diplomas" "will give to those who have had much experience, an advantage over those who have it not," I answer, that as far as regards experience, it will give them no more advantage than they already possess. Does not experience in any walk of life give its possessors advantages over those who have had little or none? Look, for instance, at the medical profession. How anxious are persons in ill-health, to consult an *experienced* practitioner! On the other hand, how cautious they are—how chary of their patronage—to one who is inexperienced. For though a man in any profession may understand his business well, he must prove that to the satisfaction of the public, before they will give him their confidence.

Again; it is urged, that "those who receive "life diplomas" will lie back on their laurels, cease to improve themselves or to keep up with the times, and consequently, get rusty." My private opinion with regard to this is, that those who successfully pass through the "fiery trial" for a "life diploma," will prove to demonstration that they do not belong to the *rusty* order.

But, even supposing, for argument's sake, that any one who held a "life diploma," was disposed to "lie back on his laurels," and become listless and inattentive to his duties as teacher; would not the Argus-eyes of the public be upon him? What would those who

employed him, care for his "diploma?" Nothing at all. If he did not suit them, they would soon discharge him. To recur for a moment to a point already noticed, viz. that "diplomas" will give to those who obtain them additional advantages. Whatever advantages they may give will be nearly, if not quite, balanced by the fact that the public will expect a great deal more from those who hold them than from many others. They will expect to find the holder of a "life diploma" a perfect teacher in every sense of the word.

Again; some object to "life diplomas," on the ground that "*corruption* might" creep in, by which "diplomas might be granted to incompetent persons." The old, hackneyed cry of "corruption" is so worn out, that it seems hardly worth while to notice it; nevertheless, I will give the sentiments of my mind upon it. But, first let me ask, what do such insinuations about "corruption" mean? If they mean anything at all, it is this, viz. that Superintendents and Examining Committees will, through mere favoritism, grant "certificates" to some who cannot come up to the required standard; or, that, for a few paltry dollars, they will give "diplomas" to those who are unworthy to receive them. Let any one read the account of the manner in which examinations are conducted by the "State Board," and ask themselves if such an idea is worthy of a thought. Now, I would ask, how much longer are these insinuations about "corruption" to be thrown out?—how much longer is this dismal sound to be rung in our ears? It is true, that corruptions have existed in various Government offices; but surely such instances must be regarded as exceptions, not as rules. I know full well, that there are individuals wearing the *form* of men, who believe in the miserable, pitiful doctrine, that "every man has his price," that "any man can be bought, if the bid is only high enough." Out on all such contemptible jargon! Perish all such policy! It is only fit to be advocated in the infernal regions.

Doubtless, such individuals would like to have us believe that the descendants of the heroes of the Revolution are all extinct; that there are none left that possess the noble spirit of Dr. Reed, who when the Commissioners of George III urged him with an offer of $50,000, and any office in his Majesty's gift in the Colonies—

when they urged him, I say, to "change sides," and use his influence for the King, his reply was, "Gentlemen, I am poor, very poor, but the King of England has not money enough to buy me." But according to the "price policy" people, one would suppose that $50,000 would buy the whole United States, and every body in it. Shall we, as teachers, as those to whom is committed the duty of educating the rising generation, believe or tolerate such a dogma? Never! while we are surrounded by so great a host of *living* witnesses, whose works prove the contrary. Never, while the memory of D. P. Page, Starr King, Col. E. D. Baker, and Abraham Lincoln, is green in our hearts!

Furthermore, I am convinced that the antiquated cry of "corruption" is injurious, not only to those who use, but to the profession generally. It is calculated to destroy that confidence and good feeling which must exist between parents and teachers, in order to secure the effectual and perfect working of the Public School System.

It is no great wonder, that from the empty pretensions of so-called teachers who gained admission to our school-rooms, under the old plan of examination, (abolished some years ago) and the careless conduct of others who, though able to teach, showed no desire to attend "Teachers' Institutes," or to use any means whatever to keep up with the spirit of the times, and adopt those improvements brought forward from time to time—it is no wonder that unthinking persons came to the conclusion, that a few dollars per month, with "boarding round," and any kind of accommodations which they choose to give him, was good enough for one who was "*only a teacher.*" I am sure that no *true* teacher would for a moment have it supposed that the children under his charge were educated in the idea that "every man has his price;" that the principal thing is to get money, "honestly if you can, if not get it anyhow;" or that "Gold is King, or Coin is King, or Cotton is King;" would he not rather teach them, in the language of one of the most eminent educators of the Pacific Coast, that "Duty is King, forever?"

Finally, I ask, is the "science of teaching," a profession? I contend that it is, and that we have a right to "life diplomas" the same as in other professions. There is no necessity for the "annual

examination" of those who have been engaged in teaching for years; and I assert that if such a necessity exists, those who create it are not the men they might be, and indeed ought to be. But the holding of a "life diploma," will not prevent any person passing an examination, any time he wishes to do so for his own satisfaction.

One desirable object which will be secured by the holding of a "life diploma" is this: it will prevent the annoyance of being compelled to undergo frequent examinations. But the chief object, as I understand it, sought to be obtained, by the issuing of "life diplomas," is, to show that teaching is a profession, not only in word but in deed. Shall that science by which the human mind is trained to habits of correct thought, patient study, and thorough investigation—without which no other science can be acquired—shall it, I say, be looked upon as a mere nothing—as a thing which any *pretender* can do. Does not the working power educed and nurtured in the school-room, enable mankind to grapple with difficulties of all kinds, and to search out the secrets of all the philosophies with which mankind is acquainted? Viewed in this light, teaching is seen to be a profession involving momentous interests, and it is high time that it was recognized as such. When we look at the amount of scholastic ability, energy, and knowledge of human nature which a teacher must possess, in order to be successful, does it not seem degrading to think that a teacher should have his small salary fixed sometimes by one who cannot write his own name, and whose knowledge of definitions is mostly limited to a mistaken idea of cheapness?

Let us arise, then, fellow-teachers, with that determination which insures victory, and with our pens, our works, and our means, do our *whole* duty in elevating the "science of teaching" to its true dignity of a profession.

Progress!—Prof. Jas. W. Robinson, of Danville, Ky., who was presented to the grand jury of one year ago, for teaching children to read, is now Superintendent of Public Instruction of Missouri.

Kansas has a State Teachers' Association, a good educational journal, an efficient State Sup't, and a State Normal School.

[For the California Teacher.]

ALPHABETICAL WRITING AND WRITING MATERIAL.

BY JAMES LAMON.

Like many other important discoveries which have been beneficial to the human race, the origin of writing is involved in much obscurity. To whom we are indebted for this valuable discovery, is not yet unanimously agreed on. The almost universal tradition is, that letters were first imported into Greece by Cadmus, the Phœnician, who, according to the common system of chronology, was contemporary with Joshua—according to Sir Isaac Newton, with David. Critics, generally, such as Scaliger, Vossius, etc., are of opinion that the characters used by Moses were the same as the Phœnician; but as to the origin of the Phœnician letters, there are different opinions. Calmet seems to think that Moses, being educated as the adopted son of Egyptian princes, used the letters of that country. He admits, however, that the Egyptian and Phœnician characters were the same. These letters, in all probability, were carried by Moses into the land of Canaan, and being adopted by the Phœnicians inhabiting that part of the country, were by them introduced into Greece. The letters in use at the present day can be traced back to the alphabet of Cadmus. The Roman alphabet is plainly formed from the Greek, with a few variations. The Greek, according to all learned men, has a great conformity with the Hebrew or Samaritan, which, it is agreed, is the same with the Phœnician, or alphabet of Cadmus. From a variety of causes, such as conformity of figure, names of letters, etc., it is proved that the Phœnician, Hebrew, Greek, and Roman alphabets, were all derived from the same source. Some imagine that the alphabet was of Divine origin, being communicated by God to Moses; but as Moses has not recorded any such communication, the hypothesis is generally rejected. Others seek its origin amongst early civilized nations, and as Egypt deservedly lays claim to an early and high state of refinement, they have awarded her the honor. The hieroglyphics of the Egyptians were mixed with abbreviated symbols, from which they are supposed to have derived marks, not alone for things, but for words also. We find, there-

fore, that Plato (in Phœdras) attributes the invention of letters to *Taaut*, who is regarded as a god by the Egyptians. Cadmus, himself, they say, was originally of Thebes in Egypt. The advocates for the Chaldeans have ascribed the invention of letters to the Patriarch Abraham, and Sir Isaac Newton admits, letters were known in the time of Abraham, some centuries before Moses. In favor of the Phœnician claim, the authority of *Zaucomatho*—the most ancient and celebrated Phœnician historian—of *Pliny*, of *Curtius*, *Eusebius*, etc., has been urged, supported by the learned Mr. Astle, who, in his work on the "Origin and Progress of Writing," pronounces in favor of Phœnicia, and hints that, as Chaldea, Syria, Egypt, and Phœnicia all bordered on each other, the Phœnicians—being the most commercial people, and the ports of Tyre and Sidon not being far from those of Egypt—may have communicated letters to the Egyptians. He adds, that before the time when Mezraim went to Egypt, A.C. 2,188—after the flood one hundred and sixty years—*Taaut*, his son, had invented letters in Phœnicia; and if this invention took place, as is contemplated by many, ten years before his father went into Egypt, letters can be traced as far back as A.C. 2198.

In opposition to many writers who derive all alphabets from *one*, Astle maintains that there are alphabets in different parts of Asia which differ from the Phœnician and ancient Hebrew, in name, number, figure, etc. According to the above-named writer, it does not appear that the Britons were familiar with the use of letters before their intercourse with the Romans; and though they had many opportunities of writing, from the invasion of their country by Julius Cæsar, A.C. 55, till the departure of the Romans, A.D. 427, it was very little practiced until after the arrival of St. Augustine, A.D. 596.

Mr. Astle, having examined the inscriptions on stone monuments, and some MSS. in different parts of Ireland, comes to the conclusion that "the Irish must have been acquainted with the use of letters before the arrival of St. Patrick."

The first mode of writing known to have prevailed, was rather a kind of *engraving* on wood or stone. Josephus, the eminent Jewish historian, says that this method was used even before the flood. Lucan assures us that the Phœnicians first invented the way of

writing with characters or letters, and before that time the Egyptians engraved on stones the *figures of animals*. This mode was invented during the reign of the successor to *Menes*, first King of *Memphis*. Another person of the same name explained in letters what his predecessors had written in hieroglyphics. How this latter came by the knowledge of letters is the whole difficulty.

Writing tables of *copper*, and *lead*, on which Hesiod's works are said to have been written, come next in point of time. When the celebrated legislator, Solon, digested his famous code of laws, they were written partly on *wood*, and partly on *stone* tables. The laws of the *Twelve Tables* at Rome were, according to Scaliger, written on *oaken* tables, or, according to Pomponius, upon *ivory* ones. When the Lombards came to Italy, they wrote upon thin tables of wood, covered over with wax. The instrument they used in writing, was a stylus of iron or bone. These tablets, when fastened together, made a *caudex* or *codex*, that is, a trunk of a tree sawed into thin boards.

To these, succeeded first the leaves of the palm-tree, and afterwards the finest and thinnest bark of trees. This method being found rather inconvenient, was not much used. The inner bark of certain trees, such as *ash*, *maple*, *birch*, etc., was next used. Hence the word *liber*, and *biblos* in Greek signifies the same; these, being rolled up for convenience sake, were called *volumes*.

"Papyrus," from which *paper* is derived, is a sort of *bulrush* growing on the banks of the Nile. This was used, probably, before the time of Alexander the Great. In later times, the hides of animals when polished into *parchment*, were used until the invention of paper, in the fourteenth century. This is, unquestionably, an inestimable improvement in writing material, which displaced the unwieldy stone-table, and substituted in its place the portable paper.

Missouri.—The constitution of this State requires that after the year 1876, every voter shall be able to read and write. This is wise policy. Come, patriarchs, get down your primers, and order a gross of Spencerian Steel Pens.

Department of Public Instruction.

Lincoln Monument Fund.—It cannot be possible, after the notice we gave in a recent number, that any teacher is not aware that a subscription of ten cents is being raised in the public schools of this State for the Lincoln Monument Fund; nor is it at all likely that they have failed to comply with the request of the Superintendent from unpatriotic motives; but there seems to be a carelessness, a negligence about the matter, that conveys the idea to disinterested parties that the great man whose memory we wish to commemorate, and whose worth and greatness are yet so fresh in our minds, has been forgotten in their worship for the almighty dollar. Thus far but two schools have been heard from in San Francisco, while the interior counties are every day sending in their mite. Let us see the teachers urge forward the enterprise, and not be so slack about a duty, the result of which will be a source of pride in future years. The following is a complete list of school subscriptions received up to the time of going to press.

Counties.	Districts.	Teachers.	Total Am't
Alameda	Centerville	Miss J. A. Rappleye	$10 00
Alameda	Alviso	Miss Carrie Smith	5 60
Amador	Jackson District	H. C. Coley	10 00
Amador	Mountain Spring	T. J. Rickey	1 50
Amador	Oncida	A. Norton, $1	1 35
Amador	Sutter Creek	Miss McConnel, $3.10	5 00
Amador	Volcano and Union	D. Townsend, $5	9 10
Amador	Volcano and Union	Citizens	3 25
Amador	Ione City	T. R. Brown, $6.40 c	10 00
Calaveras	Campo Seco	Miss M. J. Pence	3 65
Colusa	Grand Island	H. Powell, $2	4 50
El Dorado	Placerville, No. 1	Chas. Childs	c. 7 00
El Dorado	Missouri Flat	L. Cummings, $2	4 00
El Dorado	Kelsey, No. 1	Robt. Taylor, $3 c	6 00
Mariposa	Hornitas	Geo. Brown, $5 c	8 90
Sacramento	Sylvan	Mr. Shannon	7 50
Sacramento	Center	Mr. White	2 50
Sacramento	Franklin	Miss Wier	2 50
Sacramento	San Joaquin, Third	Miss Long	c. 2 00
Sacramento	San Joaquin, Second	Mr. Noel	1 00
Sacramento	Walnut Grove	Mr. Brubaker	7 00
Sacramento	Brighton, Second	Mr. Smith	3 50

School Subscriptions.—Continued.

Counties.	Districts.	Teachers.	Total Am't
Sacramento....	Georgiana.....	Mr. Henry.....	4 25
Sacramento....	Excelsior.....	Mr. Fitch.....	2 00
Sacramento....	Alabama.....	Mr. Spooner.....	5 00
Sacramento....	Granite.....	Mr. Low, $10 c.....	20 00
Sacramento....	Rhodes.....	Mr. Jackman.....	1 30
Sacramento....	Int. No. 2, and Private, No. 4	M. and Alice Stinceu....	9 40
Sacramento....	Primary, No. 3.....	Miss Orr.....	10 70
Sacramento....	Primary, No. 2.....	Miss Keegan.....	12 15
Sacramento....	Intermediate, No. 1.....	Miss Kerchwal.....	13 50
Sacramento....	Intermediate, No. 2.....	Miss Wolfe.....	8 25
Sacramento....	High School.....	Mr. Templeton.....	11 25
San Francisco..	Third and Perry.....	Mrs. Swett.....	4 00
San Francisco..	San Bruno.....	Miss Sheldon.....	3 20
San Luis Obispo	San Simeon.....	Jas. Mathers.....	6 10
Tehama.....	Antelope.....	Geo. F. Morris.....	2 80
Tehama.....	Blue Tent.....	Daniel Dodge.....	2 00
Trinity.....	Weaverville.....	Nelly Doxy, $2.50; C. W. Smith, $2.50....	14 10
Trinity.....	Hay Fork.....	Miss Carrie Coman.....	2 60
Trinity.....	Douglas City.....	Miss S. F. Harvey, $2.50.	4 20
Trinity.....	North Fork.....	Mrs. B. Everest.....	1 40
Trinity.....	Canyon City.....	Mrs. James Gilzean, $1..	1 50
Trinity.....	Junction City.....	Mrs. C. P. Thomas.....	30
Trinity.....	Trinity Center.....	Mrs. Geo. Bixby.....	20
Trinity.....	Big Flat.....	.....	20
San Joaquin...	Stockton, Private, Center St.	Miss S. A. Beal.....	10 00
San Joaquin...	Stockton, Int., Center St...	Mrs. F. N. Grove.....	3 45
San Joaquin...	Stockton, Grammar.....	Rev. T. Kirkland.....	2 80
San Joaquin...	Stockton, Sub-Grammar....	Miss S. A. Beal.....	5 00
San Joaquin...	Stockton, Int., San Joaquin St	Miss F. H. Moore.....	4 70
San Joaquin...	Stockton, Private, Weber Av	Miss M. Goodale.....	5 90
San Joaquin...	Castle.....	A. H. Randall.....	5 25

Since the above was in type, we have received the following.

Hon. John Swett—

Dear Sir: Rincon School contributes to Lincoln Monument Fund thus:

Room.	Grade.	Teacher.	Number.	Dimes.	Amount.
1....	1....	Mr. Knowlton.....	23.....	25.....	$2 50
2....	2....	Miss Thompson.....	33.....	33.....	3 30
3....	3...	Mr. Littlefield.....	52.....	52.....	5 20
4....	4....	Miss Lynch.....	50.....	50.....	5 00
5....	5....	Miss Benjamin.....	55.....	55.....	5 50
6....	6....	Miss Stowell.....	54.....	54.....	5 40
7....	7....	Miss Hobart.....	55.....	55.....	5 50
8....	8....	Miss Phillips.....	67.....	70.....	7 00
9....	9....	Miss Dore.....	54.....	54.....	5 40
10....	10....	Miss Easton.....	52.....	52.....	5 20
		Teachers.....	.....	.....	10 00
		Total.....	.....	.....	$60 00

In behalf of the school,

Respectfully submitted,

Ebenezer Knowlton, Master.

Lincoln's Birthday, February 12th, 1866.

Resident Editors' Department.

NEVADA.—The first Annual Report of the Superintendent of Public Instruction, Rev. A. F. White, has been received, and is a short, plain, business-like document. The total number of white children between six and eighteen years of age is given at two thousand six hundred and one. Number under six years, one thousand nine hundred and thirteen. Number under twenty-one, born in Nevada, nine hundred and eighty-nine. Number attending public schools, one thousand three hundred and forty-eight. Valuation of school-houses and furniture, thirty-four thousand seven hundred and fifty-three dollars and fifty cents. Total receipts from all sources, sixty-five thousand two hundred and seventy-seven dollars and thirty-five cents. Average monthly wages paid for male teachers, eighty-nine dollars and seventy-six cents; for female teachers, eighty-five dollars and twenty cents. We quote from Mr. White's remarks upon the actual progress of education, and upon the Department of Education for the General Government, as follows.

ACTUAL PROGRESS.

Although difficulties have been encountered during the year, in applying and adjusting the newly-adopted system of public instruction, still some real advancement in the course of popular education has been made. The whole amount of the school funds derived from all sources exceeds that of the last school-year by three thousand two hundred and ninety-three dollars.

All the School Districts in the State, with the exception of six, from which reports have been received, have a balance of funds in the treasury.

The whole number of pupils attending school this year is seven hundred and sixteen greater than last year.

Several houses in process of erection at the beginning of the year have been completed, and six new ones were begun, finished, and furnished, during the spring and summer past.

The most encouraging progress has, however, been made in the minds and the hearts of the children.

Classes have advanced steadily, and in many instances rapidly, in their studies. A goodly number in various parts of the State are now entering upon the higher branches of the course prescribed for our common schools.

A pleasing characteristic in the progress of these pupils is the thoroughness of their attainments. In this respect they compare favorably with the pupils of like grade in the schools of older States. The teachers, with few exceptions, are adopting the improved methods of instruction as far as circumstances permit, and are earnest, laborious, and faithful.

The work of grading the schools has in many districts been successfully commenced, and invariably with the most satisfactory results.

Among the decided indications of progress is the arrangement by which the California Teacher is supplied to the school officers in each county. It is a monthly periodical, published in San Francisco, under the auspices of an able corps of editors, and devoted most earnestly to the cause of education on the Pacific Coast. Such a journal, properly conducted, is invaluable. It has done much to improve the public taste for neat, well-arranged and well-furnished school-rooms.

It is deepening the conviction in the minds of Trustees and Boards of Examination, that it is true economy to have teachers who are thoroughly qualified, manly, and pure-hearted.

It is laboring to elevate the standard of excellence in all our public schools. We are glad to welcome the California Teacher as an efficient coworker in the great cause of education in our State.

DEPARTMENT OF EDUCATION FOR THE GENERAL GOVERNMENT.

The character, stability, and prosperity of every republican government depend upon the moral intelligence of its citizens. They, through their representatives, frame and execute the laws; establish equity and administer justice; make war, declare peace, and determine national policy. Every question evolved in the conduct and management of the town, the county, the State, or the nation, is ultimately referred to the people. From their decision there is no appeal. Here their intelligence, virtue, and patriotism are made to bear with irresistible power. Here the character of the Government is merged into the character of its citizens. If they are wise, brave, pure, and manly, it will be seen in every department. If they are educated, trained to habits of profound thought, influenced by noble purposes, and impelled by right motives, they are unconquerable, and their government will be established and perpetuated in righteousness.

The American people are beginning to realize this truth, and many of the leading minds in the country, that, to further this object, the establishment of a Department of Education for the General Government is indispensable. It would nationalize our system of public instruction, give it symmetry and uniformity of influence. It would ultimately secure the same advantages to the young in every State. It would place every child under the most thorough instruction and the most wholesome discipline. It would elevate and purify all classes, and save the States vast amounts of money, of strength, and of influence, now wasted in experimenting with defective systems, and would bind them powerfully to the General Government. It would assimilate the antagonisms introduced from all parts of the world, and render society homogeneous. It would tear away the barriers and let the flood-tide of intelligence flow over the whole country.

Such a department would soon become the central point around which our whole educated system would revolve, spangling the continent with its colleges, universities, and graded schools.

I respectfully suggest, that it be recommended to the Legislature, at its present session, to prepare and forward to our Representatives in Congress a memorial upon this subject, that it may be presented to that body for consideration.

Chinese Camp, Tuolumne County.—This district has just voted a tax of three hundred dollars to continue the school through the year. The school numbers about sixty-four scholars, under the charge of our friend Graham, who has finished his extra labors as County Superintendent, and now confines himself to superintending the young folks of the Camp Celestial. By the way, we notice, in advance sheets of the State Superintendent's Report, this passage—"Superintendent Graham, of Tuolumne County, has administered faithfully and zealously the duties of his office."

Pacific Female College, Oakland, Cal.—Through the courtesy of President Walsworth, we have the pleasure of presenting our readers this month with an engraving of this popular institution. From the catalogue for this year we obtain the following general information.

This is an institution designed by its founders to furnish the means of a complete Christian education to the young ladies of this State. They wish to secure to our young women what colleges are giving to our young men. To compass this end, the aim of the founders has been to raise a fund large enough to erect all necessary buildings, furnish Library, Maps, Charts, Globes, Philosophical and Chemical Apparatus, and thus place the institution upon a college basis in fact as well as in name.

There has been a purchase of some thirty acres of land, directly in front of the Golden Gate, and one mile from the City of Oakland, Alameda County. The location, for beauty of surrounding scenery, consisting of mountain and plain, bay and ocean, and for healthfulness of climate, cannot be surpassed by any other in the State. Sufficiently removed from town to avoid the excitements and allurements incident thereto, and yet only forty-five minutes distant from San Francisco by cars and steamer, it is easily accessible from all parts of the State.

One of the buildings designed in the plan is now completed. It is one hundred and twenty-six feet in length and sixty-four feet in width; is four stories in height, and will be supplied with pure water and gas. There are in the building eighty rooms, each one containing a closet. It will furnish accommodations for one hundred and twenty-five pupils.

Spring Valley School-House.—Brother Marks, whose pen has often instructed the readers of the Teacher in times past, has actually got a new school-house. It was dedicated on Monday evening, February 19th, with all the honors customary on such occasions. Hon. Frank Pixley made the formal address, and several of our leading educators were permitted to speak their minds also. We have not the figures at hand to show details of cost or size; but brother Marks knows all about the matter; and we venture to express the hope that with the building business off his hands, he may find time, as we know he has the brain and the heart, to send in more contributions to the resident editors of this journal.

The Illinois Teacher—which is always eagerly taken up in our editorial sanctum—continues its career of prosperity and usefulness, under the management of Prof. Edwards, of the State Normal School. We don't know how "many-sided" brother Edwards may be, but his St. Louis success, his normal success, and his editorial success, demonstrate his ability to accomplish more than one thing in a lifetime. We should'nt be surprised to hear of his being President yet.

The American Educational Monthly—devoted to popular instruction and literature—has commenced its third volume, somewhat changed in form. It now contains forty-eight pages, and is in better shape for binding than before. The January number is a very valuable one, containing among other important articles, one on Pedagogical Law. Our readers cannot do themselves a greater favor than to send a dollar and a half to Schermerhorn, Bancroft & Co., 130 Grand Street, New York, and thus secure all the numbers of the *Monthly* for 1866.

PHILOSOPHICAL.—We received some time ago a poem on "Thanksgiving Day," which was laid on the table for sundry reasons unnecessary to mention. But the "poet" is irrepressible, and sends us another specimen, accompanied with the following candid note, that seems too good-natured to be neglected.

I believe it was the great Daniel Webster who remarked, that "there was nothing falser than facts, except figures." Of the truth of this I was made aware the other day when I sought the presence of our County Superintendent to get a certificate. In the blandest manner possible, he placed before me sundry decimal calculations, which did the business; for I was, to say the least, rusty. In vain I pleaded how your geographical correspondent described California as being the *seventeen-hundredth* part of our *great* country; how all the astronomers of Europe and America had been in error millions of miles as to the position of the sun in regard to the earth, and that I, a lesser star, might go on with my school, as none of my scholars had mastered the mysteries of short division. In vain, sir. He nipped the aspiring pedagogue in the bud, and I came home, thankful that, like "Cincinnatus," I had a plow of my own to return to.

My brief experience as a teacher has, however, given me more sympathy and respect for the class of persons who devote themselves to the profession of teaching. If they are conscientious, the worst of them earn their money, and the best are badly paid. I think, nevertheless, they must be mentally dwarfed, or they would make themselves of more importance, socially, in their different localities, and, mentally, through the columns of a journal devoted to their interests, (which they should make by their contributions an honor to their profession and to the State) and which I was surprised to see was a monetary drag on its accomplished editors.

I would be sorry if any of the above remarks would be deemed hypercritical or as making an effort after smartness by the professional teachers; such is not my idea in making them, by any means.

I remain, gentlemen, yours truly,

THE DISQUALIFIED.

STATE NORMAL SCHOOL REPORT—for the four weeks commencing January 15th, and ending Feb. 10th—

Whole attendance during the month	89
Whole attendance of females	80
Whole attendance of males	9
Average daily attendance	81¼
Number admitted	29
Whole number of counties represented	18
Number in Senior Class	28
Number in Junior Class	35
Number in Sub-Junior Class	26

Twenty-nine pupils have entered the school this month from the following counties: Amador, Calaveras, Marin, Monterey, Napa, Sacramento, Santa Clara, San Francisco, and Solano.

THE MASSACHUSETTS TEACHER commenced its nineteenth volume with the January number, and begins a third series at the same time. Prof. Atkinson, of Cambridge, has assumed the editorial chair, and his first appearance raises high expectations concerning the value of the *Teacher* for the coming year. Lucky fellows they are, down East, to have had such an organ during time past, and to secure such an editor for time to come! Boston, Mass. $1.50 per year.

Pacific Business College.—We have received the *Review*, published by the enterprising conductors of this excellent institution, giving details of its plan of operations, and a large number of interesting selections from various sources. Our friends Landenslager and Heald are fully up to the times, and have succeeded in establishing a first-class school for training in business pursuits. We copy two of the selections which we find in the *Review*, as follows.

Per Centage.—Mistakes are often made by persons in calculating per centage. If a merchant marks his goods for sale at fifty per cent. advance, and thirty-three and a half per cent. be afterwards deducted from the price, he sells at cost, because thirty-three and a half per cent. of one dollar and fifty cents, is exactly fifty cents—the profits marked on one dollar. If he sells goods at twenty-five per cent. above cost, and deducts five per cent. from the bill for cash, his profits are not twenty per cent., as some persons suppose at first sight, but only eighteen and three-quarters per cent. Goods have thus been sold at a loss through mistakes in per centage. Commercial calculation receives particular attention at this school.

Self Dependence.—Many an unwise parent works hard, and lives sparingly all his life, for the purpose of leaving enough to give his children a start in the world, as it is called. Setting a young man afloat with the money left him by his relatives, is like tying a bladder under the arms of one who cannot swim; ten chances to one he will lose his bladders and go to the bottom. Teach him to swim, and he will not need the bladders. Give your child a sound education. See to it that his morals are pure, his mind cultivated, and his whole nature made subservient to the laws which govern man, and you have given what will be of more value than the wealth of the Indies. You have given him a start which no misfortune can deprive him of. The earlier you teach him to depend on his own resources and the blessings of God, the better.

Idaho.—The first Annual Report of the Superintendent of Public Instruction, J. A. Chittenden, Esq., is received. The number of children between four and twenty-one years of age, is given at 1,242. Number of school-houses in the Territory, three. The Superintendent refers to the difficulties that must necessarily arise in laying the foundations of an efficient school system in a new country, just being reclaimed from the dominion of the savages; recommends the erection of school-houses by district taxes; the increase of school funds; greater attention to the examination of teachers; a uniform system of text books; and dwells at length on the importance of vocal music, military drills, and gymnastics in public schools. A meeting of the Territorial and County Superintendents was to be held at Boise City, December 20th. We hope brother Chittenden will favor us with a report of the proceedings for record in the Teacher.

Barnard's Journal, for December, contains historical sketches of educational conventions and associations in Connecticut, Vermont, Michigan, and Pennsylvania; illustrated with portraits of Charles Davis, D. N. Camp, Hiram Orcutt, Ira Mayhew, J. M. Gregory, C. R. Coburn, J. F. Stoddard, F. A. Allen, S. P. Bates, and J. P. Wickersham. Besides the papers on State associations, this number contains one from Prof. Jewell, of Albany, on "Public School Teaching—Can it be made a Profession?" Prof. Stowe on Normal Schools; The American Sunday School Union; Irish Endowment Schools; Public Instruction in Hanover; School Architecture, particularly upon Ventilation, etc.

Acknowledgments.—In this number we give as a leader, a paper from Prof. Kellogg, whose contributions are always welcome to us, and whose words invariably return to us in one or more of the eastern journals—generally with due credit given. We could wish that the Professors in our colleges generally would manifest the like excellent spirit with Prof. Kellogg, worthy of the nominal rank they hold in the educational world.—Mr. Lamon, whose paper on Alphabetical Writing and Writing Material we publish this month, writes us that it is the substance, in a condensed form, of various diffusive notes he collected while in college. The article will furnish the pupils in our schools with information that may not be within their reach elsewhere.—We have been purposing to insert in this number, Prof. Clark's valuable address on Geography, delivered at the last Institute, but the delay in the publication of the State Report, rendered it desirable to have the Superintendent's remarks concerning the Teacher, published this month, and we must therefore defer the geographical paper to another issue.

Mechanics' Institute.—The report of the Fifth Industrial Exhibition, held from the tenth of August to the ninth of Sept., 1865, is a pamphlet of eighty-eight pages, and contains full information of what was done during that memorable month of the Institute's history. The amount transferred to the treasury is reported at $16.741.82. The document contains the opening address by Mr. Pixley, and all the reports of the examining committees, besides the catalogue of articles exhibited.

Complaint.—A contribution has been received at this office complaining bitterly of an article published in the Teacher some months ago; and the writer—who modestly attaches his initials only—requests its publication, in the following terms: "I will not trespass further on you, but if you think it out of place to publish this communication, I will send it, and more, to some other journal." The pain we feel at the prospect of losing such a contribution is somewhat alleviated by the thought that our loss is to be the gain of some contemporary; and we trust the promise not to trespass further on our time, will be faithfully fulfilled by our anonymous but belligerent critic.

Michigan.—We have received the first number of the *Michigan Teacher*, and extend it a hearty welcome. Unfortunately for us, somebody has liked it so well as to take it away from our office, so that we are unable to give the details concerning its publication, but reserve them for another time.

Schoolmaster Needed.—We have before us at this present writing, a letter applying for a teacher in one of the country districts of this State. We presume—we certainly *hope*—that the vacancy has been supplied long before the issue of this number of the Teacher. The envelope bears the postmark—no! we will not tell our readers *that;* but the superscription is, "San Francisco Sitey, cool Super in denier." The writer possesses the faculty of saying in a few words what he desires—as thus:

Der Sir, if you no of eny teacher, please let me no ameadely. We will pay seventy-five dollars per mont.

Positive fact.

Computing Interest.—We are under obligations to Mr. R. B. Warren, of Jackson, Amador county, for the following communication.

At our last County Institute held, I illustrated my method of solving problems in interest; and as the rule was new to all present, and I think is the best I ever saw, I send it to you to do as you see fit with it.

Our arithmetics are incumbered with several rules to compute interest, and some of them require several distinct operations to find the interest on a given sum, especially when the time consists of years, months, and days. How much better it would be to reduce the time to one denomination, and have but one rule by which any example might be performed, especially if that rule abbreviates the work more than any other.

Rule.—Reduce the time to months, and the continued product of the base, time, and rate, divided by twelve, will be the answer required.

Example 1st.—What is the interest on $500 for two years, six months, and twelve days, at six per cent. per annum?

*Operation.**—$250 x 30.4 x .01

$250
304
1000
750
7600.0 x .01 = $76.000 Ans.

Example 2d.—What is the interest on $120.50 for four years, two months, and ten days, at eight per cent. per annum?

Operation.— $\frac{\text{Base. } \$120.50 \times \text{Time. } 50.3\tfrac{1}{3} \times \text{Rate. } .02}{3}$ Ans. $40.43 -|-.

120.50
.02
2.4100
50.3⅓
72300
120500
8033⅓
3) 121.30333⅓
$40.43444 -|-

Example 3d.—What is the interest on $360 for five years, three months, and eighteen days, at 10 per cent. per annum?

Operation.—$360 x 5.3 x .10

$360
5.3
1080
1800
1908.0
.10
$190.80 Ans. $190.80

The advantages of the above rule are—first, it enables us to deal with time as one denomination; second, it enables us to use cancellation to abbreviate the work; third, it is much simpler than any other.

* We have been obliged to omit the cancellations, the printers being without the necessary type to represent them. The formulas after the word "operation," therefore, represent the result after the cancelling is performed.

In the second example I have taken such a base, time, and rate, as do not contain all the factors of twelve; the base also contains cents, and the time, a common fraction; consequently, it is as long an operation as would generally occur in practice; but how much simpler it is to work it by the above rule, than by any other laid down in our arithmetics. And in the third example, the work is nearly all performed by indicating the operation and canceling.

I think it is better than any rule in Eaton's or any other arithmetic for calculating interest at any rate per cent. per annum.

For calculating interest per month as we generally do in this country, multiply the base by the rate, and that product by the time reduced to months, omitting the division by twelve.

New Publications.—The following new books have been received:

Social Life of the Chinese: With some account of their Religious, Governmental, Educational and Business Customs, and Opinions. With special but not exclusive reference to Fuhchau. By Rev. Justus Doolittle, fourteen years member of the Fuhchau Mission of the American Board. With over one hundred and fifty Illustrations. In two volumes. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 459, 490.

This book possesses for us peculiar value. In our midst are thrown thousands and tens of thousands of the Celestials. We pass them in the streets; they work in our houses; they follow in our mining districts the footprints of the pioneers. The great problem they furnish for our statesmen to solve is, or soon will be equaled only in importance and difficulty by that other problem which, it is thought, has been solved by the results of the great rebellion. In order to work at this problem, every man in California has need of further data than have hitherto been at his command. Who these people are; what they have done in their far-off homes; how they are accustomed to live, and think, and worship—these are questions we ought to know; and in the work before us, these questions are thoroughly answered. The great aim of the author has been to place facts before the reader; and the result in these very handsome volumes is a marvelous collection of information on almost every conceivable topic connected with the social life of the Chinese. We would especially note the chapters on the great literary examinations, whose strictness would make the subjects of our own State Board of Examination rejoice in the comparative ease of their own destiny. We commend these volumes to the attention of every man in California, not as likely to fascinate him by the charms of the sentences—for there is obviously no effort to charm—but as sure to afford information that should be generally diffused among us. We should allude to the fact that a copious index adds greatly to the utility of the work.

Elements of Political Economy. By Arthur Latham Perry, Professor of History and Political Economy, in Williams' College. New York: Charles Scribner & Co. San Francisco: A. Roman & Co. pp. 449.

We have had more pleasure in reading this book than any other upon the same subject. The author presents his own views modestly, but with clearness and power. Many of his definitions and illustrations are particularly well stated, and the reader is able to follow him, therefore, with greater ease and satisfaction than it is usual for books of this class to afford. Without any preliminary apol-

ogies he opens the subject with a history of the Science of Political Economy, and then explains the field of the science. The successive chapters on Value, Exchange, Production, Labor, Capital, Land, Cost of Production, Money, Currency, etc., are simple in style and full of thought. While the book is hardly adapted for use as a text-book, it should find many readers among teachers, presenting, as it does, practical principles which should be mastered by every one professing to have a common education.

The Pilgrims' Wallet: or, Scraps of Travel gathered in England, France, and Germany. By Gilbert Haven. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 492.

From the general appearance of this book we expected to find a rehash of some standard guide-book; but, upon reading a few pages, we discovered our mistake, for really it is a fresh, readable, genial volume, in which we travel with the author in beaten paths not only, but in out-of-the-way places, and are able almost to see with his eyes. We are tempted to suppose Mr. Haven is a young theological student who has more than average common sense, and at the same time has preserved with all his tenets, a loving heart for men wherever or however he finds them. His title gives no fair idea of the pleasant hours the reader will enjoy who fairly takes up the book for his leisure hours.

Winifred Bertram, and the World she Lived in. By the author of "The Schonberg Cotta Family." New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 479.

This new effort by the author of the Schonberg Family is full of interest to the religious portion of the world, who will rejoice in the genial spirit pervading its pages, whether they coincide with its theology or not. For the lives herein narrated are not startling lives: one should say, that even in wicked San Francisco there might also be parallels living. It may be that the children are shown forth with less mention of their frailties than would be necessary for actual flesh-and-blood children; but if it were not so, where were the use of creating these phantoms of the brain. There is only one thing in this book that is really absurd, viz., in the copy before us, the hero and heroine are married, and certain parties connected with them are dead and buried (pages 432–441); and, afterwards, we find the dead dying, and the married going on troublously with their courtship again. Either the author has designedly committed the anachronism, expecting thereby to cause more talk about the book; or, the publisher, in his haste to issue the work, thought it made no difference in what order the sheets were placed, if they were only all between the covers.

Glimpses of History. By George M. Towle. Boston: William V. Spencer. San Francisco: A. Roman & Co. pp. 262.

This book is made up of papers contributed to various periodicals upon noted men and events in history. As a little volume containing sketches, in convenient space, of some leading characters, it has a certain value where better works are not accessible; but as a whole we do not find such merit as to justify the expense of publication in book form of the papers that were, perhaps, very creditable for the ephemeral pages of a magazine.

QUESTIONS ON THE PRINCIPLES OF ARITHMETIC: Designed to indicate an outline of Study; to incite among Pupils a spirit of independent inquiry; and especially fitted to facilitate a thorough system of reviews. Adapted to any text-books and to all grades of learners. By James S. Eaton, author of a Series of Arithmetic, etc. Boston: Taggard & Thompson. pp. 47.

This little paper-covered book, whose title page we have given in full, is thoroughly adapted to the purposes for which it was designed, and really supplies a want in all our schools. It is pleasant to think, that the influence of Professor Eaton continues, while he rests now from his labors. This help to the scholars and teachers of the land, was his last offering to the profession. Simple, unpretending, it will be of great service where many a larger work will be unvalued or forgotten.

REPORT OF LIEUTENANT-GENERAL U. S. GRANT, OF THE ARMIES OF THE UNITED STATES—1864, 1865. Accompanied with a portrait. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 77.

Everybody will be paid by reading this extraordinary document. General Grant has shown that his power to fight is accompanied with the skill to pen an exceedingly interesting account of the operations conducted under his supervision, during the most memorable year of American history.

PICCIOLA. By X. B. Saintine. With Illustrations. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 246.

This is the neatest American edition of a story that has become a recognized classic in the world. We can heartily commend it to all our readers.

ACROSS THE CONTINENT: A Summer's Journey to the Rocky Mountains, the Mormons, and the Pacific States, with Speaker Colfax. By Samuel Bowles. Springfield, Mass.: Samuel Bowles & Co. San Francisco: H. H. Bancroft & Co. pp. 438.

This is *the* book of the year for the residents of our coast. The journey was unprecedented in its circumstances, and the writer made good use of his opportunities. He tells what he saw and what he thought about it. The book is made up of the letters addressed during the trip to the Springfield *Republican*, of which journal Mr. Bowles is editor in chief; and are thus photographic in character rather than historical. We could wish that a leisurely revision had been given to many of the hastily-written sentences, for the book has a permanent value beyond any traveler's report of California, that we have yet met. Besides the letters, as written, we have several supplementary papers upon mines, the Yosemite, etc., and a new map which is of material value in obtaining a true idea of the recent changes in the political divisions of the regions described.

THE

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Department of Public Instruction.

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STATE OF CALIFORNIA,
Department of State.

I, B. B. Redding, Secretary of State of the State of California, do hereby certify that the annexed is a true, full, and correct copy of "An Act to provide for a System of Common Schools," now on file in my office.

Witness my hand and the Great Seal of State, at office in Sacramento, California, the twenty-sixth day of March, A.D. 1866.

[L.S.]

B. B. REDDING,
Secretary of State.

REVISED SCHOOL LAW.

AN ACT TO PROVIDE FOR A SYSTEM OF COMMON SCHOOLS.

The People of the State of California, represented in Senate and Assembly, do enact as follows.

STATE BOARD OF EDUCATION.

SECTION 1. There shall be a State Board of Education, which shall consist of the Governor, the Superintendent of Public Instruc-

tion, the Principal of the State Normal School, the Superintendent of Public Schools of the City and County of San Francisco, the Superintendents of Common Schools of the respective Counties of Sacramento, Santa Clara, and San Joaquin, and of two professional teachers, who shall be nominated by the Superintendent of Public Instruction, and elected by and with the advice and consent of said Board; *provided*, that no teacher shall be eligible to such election unless he is the holder of a State educational diploma. For the purpose of the primary organization of the Board, any five members may meet at the call of the Superintendent of Public Instruction, and elect the members to be elected. The elective members shall hold office for the term of four years, dating from the first day of July next succeeding their respective elections. The Governor shall be the President, and the Superintendent of Public Instruction the Secretary of the Board, and five members shall constitute a quorum for the transaction of business; *provided*, that a majority of the votes of the whole Board shall be necessary for the passage of any measure. The Board shall meet at the call of the Secretary, and shall hold at least two meetings in each year; and its proceedings shall be kept in a record book, which shall be a part of the archives of the Department of Instruction. No member of said Board shall receive any compensation for his services; but any stationery required for the Board shall be furnished from the office of the Secretary of State, and any printing required by it, under the provisions of this act, shall be done by the State Printer.

Sec. 2. The State Board of Education shall have power to adopt a course of study, and rules and regulations for all public schools in the State; *provided*, that such rules shall not be enforced in conflict with special rules and regulations adopted by the Board of Education of any city, or any city and county; to adopt and prescribe regulations and a list of books suitable for district school libraries; to grant teachers' life diplomas, and prescribe regulations for the examination of teachers by State, City, or County Boards of Examination; to adopt a uniform State series of text books to be used in all public schools; to have and use a common seal; and to authorize the printing, by the State Printer, of all regulations and circulars necessary to carry their provisions into effect.

OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

SEC. 3. The Superintendent of Public Instruction shall, at the special election for judicial officers to be held in the year eighteen hundred and sixty-seven, and every four years thereafter at such special elections, be elected by the qualified voters of the State, and shall enter upon the duties of his office on the first day of December next after his election. He shall be paid a salary of three thousand dollars per annum, and shall have power to appoint a Clerk, who shall be paid a salary of eighteen hundred dollars per annum, and who shall be authorized to act as Deputy Superintendent.

SEC. 4. The Superintendent of Public Instruction shall report to the Governor biennially on the first of November of the years in which the regular session of the Legislature is held. The Governor shall transmit said report to the Legislature, and whenever it is ordered published the State Printer shall bind two hundred and forty copies and deliver them to the Superintendent, who shall deposit twenty copies in the State Library, furnish one copy to each County Superintendent, to be held by him as public property and delivered to his successor in office; the remaining copies shall be distributed—one to the State Library of each State and Territory, and the others to such cities, institutions of learning, and persons, as he may deem proper. The Legislature shall furnish at least two thousand pamphlet copies to the Superintendent who shall furnish one copy to each district library, and shall distribute the remainder as he may deem advisable, to school officers or other persons. Said report shall contain a statement of the condition of public schools in the State; full statistical tables, by counties, showing, among other statistics, the number of school children in the State, the number attending public schools, and the average attendance; the number attending private schools, and the number not attending school; the amount of State School Fund apportioned, and the sources from which derived; the amount raised by county and district taxes, by rate bills, or from other sources of revenue, for school purposes; the amount expended for salaries of teachers, and for building school-houses; a statement of plans for the management and improvement of schools; a statement of the condition of

the State Normal School, of the State Agricultural College, of all incorporated literary institutions required to report to him; of the educational departments of the State Reform School, the Asylum for the Deaf and Dumb and Blind, and the several Orphan Asylums, and other educational institutions to which State appropriations may be made.

SEC. 5. The Superintendent of Public Instruction, immediately after the State Controller reports to him, as required in this act, shall apportion to the several school districts, counties, and cities, the school moneys to which each may be entitled, and shall furnish to the State Controller, the State Board of Examiners, to each County Treasurer and Superintendent, an abstract of such apportionment, and shall draw his order on the State Controller in favor of each County Treasurer for the amount of State School Fund to which such county is entitled, and shall take each Treasurer's receipt for the same.

SEC. 6. The Superintendent of Public Instruction shall prepare and cause to be printed, suitable forms for making all reports, and conducting all necessary proceedings under this act, and shall transmit them to the local school officers and teachers, who shall be governed in accordance therewith. He shall furnish the State Board of Education, the State Board of Examination, and each County Board of Examination, with suitable diplomas and certificates, and shall prepare a State school register, which shall be furnished to each school and school district in the State. He shall cause all school laws to be printed in a pamphlet form, and shall annex thereto forms for making reports and conducting school business; the course of study, rules and regulations, and lists of text books and library books adopted and prescribed by the State Board of Education; and such suggestions on school architecture as he may deem useful, with such woodcuts and plans of school houses as he may be able to obtain, or which may be provided by State appropriation. He shall order printed a number of copies sufficient to supply each school officer and teacher, and each school library, with at least one copy thereof, and to furnish with one copy each Superintendent of Public Instruction, and each State Library of each State and Territory in the United States, and shall so distribute them.

SEC. 7. The Superintendent of Public Instruction shall file,

arrange, and cause to be bound, in a substantial form, all valuable printed and manuscript reports in his office, relating to the early educational history of this State, and shall cause to be bound all valuable school reports, school journals, and school documents of this and other States, which may be sent to his office, and shall retain them as part of the archives of his office; and such sum as may be necessary, not to exceed two hundred and fifty dollars, is hereby annually appropriated and set apart out of the State School Fund, before apportionment, and the Controller is hereby authorized and directed to draw his warrant for such sums as may be allowed and audited by the State Board of Examiners for the objects of this section.

SEC. 8. The Superintendent of Public Instruction shall be, *ex officio*, one of the Trustees of the Asylum for the Deaf and Dumb, and Blind, and of the State Reform School; and shall visit those institutions from time to time, to inquire into their management and the systems of instruction pursued therein, and shall make a biennial report thereof. He shall visit the several orphan asylums to which State appropriations are made, and report concerning the instruction given to the children therein; and shall also visit, as far as may be practicable, the several incorporated literary institutions in the State, and make such report thereof as he may deem proper.

SEC. 9. It shall be the duty of the Superintendent of Public Instruction to travel in the different counties of the State, so far as is possible without neglecting his other official duties, during at least four months of each year, for the purpose of visiting schools, of consulting with County Superintendents, of lecturing before County Institutes, and of addressing public assemblies on subjects pertaining to public schools; and the actual traveling expenses incurred by the Superintendent in the discharge of this duty shall be allowed, audited, and paid out of the General Fund, in the same manner as claims upon said fund are now allowed, audited, and paid; *provided*, that the sum so expended in any one year shall not exceed one thousand dollars; and the sum of two thousand dollars, or so much thereof as may be necessary, is hereby biennially appropriated for payment of the same.

SEC. 10. The Superintendent of Public Instruction shall, at the expiration of his term of office, deliver over, on demand, to his suc-

cessor, all property, books, documents, maps, records, reports, and other papers belonging to his office, or which may have been received by him for the use of his office.

OF THE STATE CONTROLLER.

SEC. 11. The State Controller shall keep a separate and distinct account of the School Fund, and of the interest and income thereof, together with such moneys as may be raised by special State tax, State poll tax, or otherwise, for school purposes. He shall, on or before the first day of February of each year, report to the Superintendent of Public Instruction a statement of the securities belonging to the School Fund, of the moneys in the Treasury subject to apportionment, and the several sources from which they accrued, which reports shall be included in the biennial report of the State Superintendent. He shall draw his warrant on the State Treasurer in favor of any County Treasurer whenever such County Treasurer shall present the order drawn by the Superintendent of Public Instruction in favor of such county, duly indorsed by said County Treasurer.

OF THE STATE TREASURER.

SEC. 12. It shall be the duty of the State Treasurer to receive and hold as a special deposit, all school moneys paid into the treasury, and pay them over whenever applied for, only on the warrant of the State Controller, issued on the order of the State Superintendent, attested by the seal of the State Board of Education, in favor of each County Treasurer, which orders, duly indorsed by the County Treasurer, shall be the only valid vouchers in the hands of the State Controller for the disbursement of the school moneys; *provided*, that for the payment of subscriptions for a State educational journal, and for binding documents in the office of the Superintendent of Public Instruction, as elsewhere provided in this act, the bills audited by the State Board of Examiners for such purposes, shall be valid vouchers, for which the Controller shall draw his warrant the same as for the orders of County Treasurers. No mileage or allowance of any kind shall be made to any County Treasurer for receiving said school moneys and transporting them to his county.

COUNTY TREASURER.

SEC. 13. It shall be the duty of the County Treasurer of each county:

1st. To receive and hold all school moneys as a special deposit, and to keep a separate account of their disbursement to the several school districts which shall be entitled to receive them, according to the apportionment of the Superintendent of Public Instruction and the County Superintendent of Common Schools.

2d. To notify the County Superintendent of Common Schools of the amount of State School Fund in the County Treasury subject to apportionment, and whenever required, to inform said Superintendent of the amount of school moneys subject to apportionment.

3d. To pay all warrants drawn on State or County school moneys, in accordance with the provisions of this act, whenever such warrants are countersigned by the County Auditor and properly indorsed by the holders.

4th. To make annually, on or before the first day of August, a financial report for the last preceding school and fiscal year, to the Superintendent of Public Instruction, in such form as may be required by him.

COUNTY SUPERINTENDENT.

SEC. 14. A County Superintendent of Common Schools shall be elected in each county, at the general election in the year eighteen hundred and sixty-seven, and every two years thereafter, who shall take office on the first Monday in March next succeeding his election, and hold for two years, and until his successor is elected and qualified. He shall take the oath or affirmation of office, and shall give an official bond to the county, in a sum to be fixed by the Board of Supervisors of said county.

SEC. 15. The County Superintendent shall apportion all school moneys to the school districts, in accordance with the provisions of this act, as soon as practicable after the State apportionment has been made, and shall make quarterly apportionments thereafter; and he may make apportionments at such other times as may be required by special laws, or deemed necessary for the convenience of school officers. He shall draw his warrant on the County Treasurer in favor of persons entitled to receive the same;

provided, that no such warrant shall be drawn against the School Fund of any city, town, or district, without an order of the Board of Trustees, or Board of Education, showing for what purpose the money is required; and, *provided*, further, that no such warrant shall be drawn, unless there is cash in the treasury to the credit of said city, town, or district.

SEC. 16. The County Superintendent shall have power and it shall be his duty:

1st. To visit each school in his county at least once a year.

2d. To distribute promptly all reports, forms, laws, circulars, and instructions, which he may receive for the use of school officers from the Department of Instruction, or the State Board of Education.

3d. To report to the Superintendent of Public Instruction annually, on or before the twentieth of August, for the school year ending on the last day of June next preceding, such statistics as may be required by him, or by the State Board of Education.

4th. To preside over County Teachers' Institutes;

5th. To enforce the course of study and the use of text books adopted by the State Board of Education;

6th. To enforce the rules and regulations required in the examination of teachers;

7th. To keep on file and preserve in his office the biennial reports of the Superintendent of Public Instruction, and a file of the State educational journal adopted in pursuance of law;

8th. To keep a record of his official acts, and of the acts of the County Board of Examination;

9th. To carefully preserve all reports of school officers and teachers, and at the close of his official term deliver to his successor all records, books, documents, and papers belonging to the office, taking a receipt for the same, which shall be filed in the office of the County Clerk.

SEC. 17. If the County Superintendent fails to make a full and correct report to the Superintendent of Public Instruction of all statements required to be made by law, he shall forfeit the sum of one hundred dollars from his salary; and the Board of Supervisors are hereby authorized and required to deduct therefrom the sum aforesaid, upon information from the Superintendent of Public Instruction that such returns have not been made.

Sec. 18. The County Superintendent shall have power to administer oaths and affirmations to School Trustees, Marshals, Assessors, Collectors, Teachers, and other persons, in all official matters connected with or relating to schools, but shall not have power to make or collect any charge or fee for so doing.

Sec. 19. The County Superintendent shall have power, and it shall be his duty, to appoint Trustees for any district which from any cause fails to elect at the regular time; to appoint Trustees to fill vacancies; to appoint Trustees for any new district; *provided*, however, that when a new district is organized, such of the Trustees of the old district as reside within the limits of the new one shall be Trustees of the new one, and the vacancy in the old district shall be filled by appointment.

Sec. 20. The Superintendent shall, whenever he deems it necessary for the health or comfort of pupils, require the Trustees of any school district to repair the school buildings or property, or to abate any nuisance in or about the premises; *provided*, such repairs or abatement can be done for a sum not exceeding fifty dollars, and there is a sufficient amount of money in the treasury to the credit of the district. He shall also in all cases require the Trustees to provide such privies and outhouses as decency requires; and if the Trustees refuse or neglect to make such provision, he shall cause it to be done, and shall pay for it on his own warrant out of any money to the credit of the district.

Sec. 21. Whenever the number of school districts in any county is ten or more, the County Superintendent shall hold at least one Teachers' Institute in each year; and every teacher employed in a public school in the county shall attend every such Institute and participate in its proceedings. Each session of a County Institute shall continue not less than three nor more than five days; and the Superintendent shall, if practicable, secure lecturers and instructors competent to instruct teachers in the theory and practice of teaching. Every Board of Trustees and every Board of Education shall not only allow but shall require the teachers in its employ to attend every Teachers' Institute held in the county; and when the Institute is held during the time that teachers may be employed in teaching, their pay shall not be diminished by reason of attendance on said Institute. For the pay-

ment of the expenses of the Institute, a sufficient sum, not exceeding one hundred dollars in any one year, shall be paid on the warrant of the Superintendent, out of the unapportioned County School Fund. The Superintendents of two or more counties may unite and hold a joint Institute, in which case the expenses shall be apportioned by the Superintendents between the counties joining in the Institute. In any county in which there are less than ten school districts, the Superintendent may, if he deem proper, hold an Institute. Any county in which the teachers have a regularly organized County Association or Institute, and hold regular monthly meetings during the year, shall be excepted from the provisions of this section whenever a majority of the teachers of said county shall determine by vote to sustain such monthly associations.

Sec. 22. The County Superintendent shall furnish his office with such works on school architecture as may be prescribed by the State Board of Education, and shall pay for them on his own warrant, out of the unapportioned County School Fund. Such works shall be kept in his office for the use of Trustees and teachers. Except in cities having special Boards of Education, no school-house shall be erected unless the Trustees first submit the plan to the County Superintendent; and in all plans, as far as practicable, regard shall be had to taste, convenience, durability, and economy.

Sec. 23. If at any time when there is sufficient money in the County Treasury to the credit of any school district to keep a school open in said district for a period of five months, and if the Trustees of such district, from any cause whatever, fail, neglect, or refuse to open such school, and keep it open, the County Superintendent shall appoint a teacher, and cause the school to be opened and kept open, and he shall pay therefor by his warrant on the fund to the credit of the district.

Sec. 24. It shall be the duty of the County Superintendent of each county to draw his warrant on the County Treasurer for any bill in favor of any school district, duly signed by the Trustees and authorized by the provisions of this act, and to draw his warrant in his own favor on the unapportioned county school money for the payment of members of the County Board of Examination; for the expenses of an annual County Institute; for the binding of school documents, not to exceed twenty dollars a year; for postage and

expressage for his office, not to exceed one dollar for each district in his county; and for any other incidental expense of his office which may be authorized in this act.

Sec. 25. It shall be the duty of every County Superintendent to inquire and ascertain whether the boundaries of school districts in his county are definitely and plainly described in the records of the Board of Supervisors; and to keep in his office a full and correct transcript of such boundaries. In case the boundaries of districts are conflicting or incorrectly described, he shall change, harmonize, and describe them, and make a report of such action to the Supervisors; and on being ratified by the Supervisors, the boundaries and descriptions so made shall be the legal boundaries and descriptions of the districts of that county. For searching and transcribing such records, and equalizing district boundaries, he may be allowed by the Supervisors a sum not exceeding five dollars per day for each day's labor, to be paid out of the County School Fund. The County Superintendent, if he deem it necessary for the guidance of School Census Marshals, may order the descriptions of the district boundaries to be printed in pamphlet form, and pay for the same out of the County School Fund.

Sec. 26. Each County Superintendent, except when otherwise provided by statute, shall receive such salary and his reasonable traveling expenses, to be estimated by the Board of Supervisors, and as may be allowed by the Board of Supervisors, which shall be paid out of the County General Fund in the same manner as other salaried county officers are paid; *provided*, that such compensation shall not be less than a sum equal to twenty dollars for each school district in his county, and that he shall be allowed, in addition to his salary, a sum for postage and expressage, payable out of the County School Fund, equal to one dollar for each school district.

OF SCHOOL DISTRICTS.

Sec. 27. Each county, or city, or incorporated town, shall constitute one school district, unless districts are otherwise determined and established by the Board of Supervisors, or the proper authorities.

Sec. 28. For the purpose of organizing a new district, or for a subdivision of or change in the boundaries of an old one, except

as provided in section twenty-five, at least ten heads of families must present a petition to the County Superintendent, setting forth the boundaries of the new district asked for, or the change of boundaries desired, with reasons for the same. The County Superintendent shall transmit the petition to the Board of Supervisors, with his approval or disapproval, and such changes in the boundaries as he may deem necessary or advisable. The Supervisors shall establish the district as approved by the County Superintendent; *provided*, that by a unanimous vote of the whole Board they may establish the district in accordance with the original prayer of the petition, or with such modifications as they may choose to make, or may reject it.

Sec. 29. No new district formed by the subdivision of an old one shall be entitled to any share of the public moneys belonging to the old district, until a school has been actually commenced in such new district; and unless within four months from the action of the Supervisors a school is opened, then the action making a new district shall be void; and all elections or appointments of Trustees made in consequence of such action, and all rights and offices of the parties so elected or appointed shall cease and determine; and all taxes which may have been levied in such old district shall be valid and binding upon the real and personal property of the new district, and shall be collected and paid into the School Fund of the district.

Sec. 30. When a new district is formed by the division of an old one, it shall be entitled to a just share of the school moneys to the credit of the old district, after the payment of all outstanding debts, at the time when a school was actually commenced in such new district; and the County Superintendent shall divide and apportion such remaining moneys, and such as may afterwards be apportioned to the old district, according to the number of census children resident in each district, for which purpose he may order a census to be taken.

Sec. 31. Whenever a district is formed lying partly in two adjoining counties, the Census Marshal shall report to each County Superintendent the number of children in the district residing in his county. In the same manner the Trustees and teacher shall make a distinct and separate report of all school statistics; and a

teacher's certificate granted by the Board of Examination of one county shall be valid for both counties.

Sec. 32. Any two or more adjoining districts may, by concurrent vote, agree to establish a union grammar school for the more advanced children of such districts, under the joint supervision of the Trustees, or a committee of Trustees of such districts; and such school shall be entitled to its *pro rata* of public moneys belonging to such united districts apportioned according to the average number of scholars attending such school from each district. Said joint committee of Trustees shall have power to assess rate bills, to appoint teachers, and to manage the general business affairs of the school.

Sec. 33. All school property owned by any district, town, or city, and devoted to school purposes, shall be and the same is hereby exempted from taxation, and from sale on any execution, or other writ or order in the nature of an execution.

Sec. 34. The Board of Trustees of each school district shall have custody of all school property belonging to the district, and shall have power, in the name of the district, or in their own names as Trustees of the district, to convey by deed all the interest of their district in or to any school-house or lot directed to be sold by vote of the district; and all conveyances of real estate made to the district or to the Trustees thereof shall be made to the Board of Trustees of the district, and to their successors in office. Said Board, in the name of the district, shall have power to transact all business necessary for maintaining schools and protecting the rights of the district.

OF SCHOOL ELECTIONS AND TRUSTEES.

Sec. 35. An annual school meeting, for the election of School Trustees, shall be held in each district on the last Saturday in June of each year, at the district school-house, if there be one, and if there be none, at a place to be designated by the Board of Trustees. The Trustees shall post written or printed notices thereof, specifying the day, time, and place of meeting, in at least three public places in the district, one of which shall be the school-house, at least five days previous to the time of meeting. If the Trustees fail to give notice thereof, as required, then any citizen of the dis-

trict may give it; but no such meeting shall be illegal for want of due notice. All elections shall be held by ballot; and the Trustees shall have power to determine the hours during which the ballot-box shall be kept open, having given due notice thereof in the posted notice of election. Every elector, legally qualified to vote at any general election, having been a resident of the school district thirty days next previous to the time of such district election, shall be entitled to vote. Any person offering to vote may be challenged by any legally qualified elector of the district, and the Judge of Election shall thereon administer to the person challenged, an oath in substance as follows. "You do swear [or affirm] that you are a citizen of the United States; that you are twenty-one years of age, according to the best of your information and belief; that you have resided in this State six months next preceding this election, and in this school district thirty days, and that you have not before voted this day." If he shall refuse to take the oath, his vote shall be rejected; and any person guilty of illegally voting shall be punished as provided in the general election law of this State. The Trustees shall appoint the Inspector and Judges of Election; and in case none are so appointed, or if they are not present at the time for opening the polls, then the electors present may appoint the officers of election. A poll and tally list shall be kept, which shall be returned to the Clerk of the Board of Trustees; and with the exceptions mentioned in this section, the election shall be conducted, as far as practicable, in the form and manner of the general election. Any one of the old Trustees shall have power to administer to any Trustee elect the oath of office; and the Clerk of the Election shall issue his certificate of election to any Trustee elect, who shall forward it, with the oath attached, or indorsed thereon, to the County Superintendent of Public Schools.

Sec. 36. In all organized districts in which elections have been previously held, one Trustee shall be elected for the term of three years, and if there are vacancies to be filled, a sufficient number to fill them for the unexpired term; and the ballots shall specify the respective terms for which each Trustee is to be elected. In new districts acting under Trustees appointed by the County Superintendent, three Trustees shall be elected for one, two, and three years, respectively. Trustees elect shall take office on the first

Saturday in July next after their election, and shall hold office until their successors are elected and qualified, or appointed by the County Superintendent and qualified. The term of office of any Trustee whose term would otherwise expire in September of any year, shall expire on the first Saturday in July of the same year. Any Trustee elect who shall fail to qualify within ten days after the term of office commences shall forfeit all right to the office, and the County Superintendent shall appoint to fill the vacancy.

SEC. 37. Whenever any new district is formed by ordinance of the Board of Supervisors, within thirty days thereafter a special school meeting may be called by notice of any three legal voters of said district, and such meeting shall be conducted in the manner and form provided in this act for the annual school meeting for the election of Trustees. Such new district shall be considered organized whenever any two of the Trustees elected shall have qualified, and the record of the District Clerk shall be *prima facie* evidence of the legal organization of the district. The name of the new district, unless a name shall have been given by act of the Supervisors, may be determined by a majority of voters present at the first election of Trustees; but if at such meeting no name was given, then the Trustees at their first meeting shall name the district, and the Clerk shall record it in his record book.

SEC. 38. No district school meeting, annual or special, shall be organized before nine o'clock, A.M., or closed before twelve o'clock, M., or kept open less than one hour; and in all districts in which the number of children between five and fifteen years of age equals or exceeds three hundred, the polls shall be kept open from eight o'clock, A.M., until sunset.

SEC. 39. Each Board of Trustees shall, within ten days after the annual election, meet at the school-house, or if that be impracticable, at some other convenient place designated by the District Clerk, and proceed to elect one of their number Clerk of the Board, who shall be known and referred to as "District Clerk," and it shall be his duty to record all proceedings of the Board in a suitable record book; to record in the same book the proceedings of the annual school meetings, or of special school meetings, and to keep an accurate and detailed account of all receipts and expenditures of school moneys. At each annual school meeting the Dis-

trict Clerk shall present his record book for public inspection, and if required shall make a statement of the financial condition of the district and of the action of the Trustees.

SEC. 40. At the annual election for School Trustees, the people of the district may vote a tax, not to exceed half a mill on the dollar of the taxable property of the district, for the purpose of paying any debt of the district, or for a school library, or for furniture and apparatus, or for all or any of these together; and the tax so voted shall be levied and collected as is elsewhere provided in this act for levying and collecting district taxes voted at special school elections.

SEC. 41. Every legally organized school district shall be known by the name and style of "——— District," [using the name of the district] of "——— County," [using the name of the county in which such district is situated]; and in that name the Trustees shall be capable of suing and being sued in all Courts and places whatever, and of holding and conveying real estate for the use and benefit of such district, and such personal property as may be proper. If any school district has not heretofore been named as herein required, but has been designated only by number, the Trustees shall give it a name, and the District Clerk shall record it in the record book, and notify the County Superintendent of such action. In counties having several districts designated by different numbers of the same name, district "number one" shall retain the name, and the others shall be given a different name each; and in case two districts in any county have the same name, the County Superintendent shall have power to change the name of either or both; and a number shall no longer be used as a part of the designation of any school district.

SEC. 42. Every Board of Trustees and any Board of Education in any city, city and county, or town, unless otherwise expressly provided by law, shall have power, and it shall be their duty:

1st. To employ and dismiss teachers, janitors, School Census Marshals, mechanics, and laborers, and to fix, alter, allow, and order paid, their salaries and compensations;

2d. To make and enforce rules and regulations, not in conflict with the general regulations of the State Board of Education, for the government of schools, pupils, and teachers, and to enforce the

regulations and course of study adopted in pursuance of State law;

3d. To provide and pay for, out of the school moneys, school furniture and apparatus, and such other articles, materials, or supplies as may be necessary for school use, or for use of the School Board;

4th. To suspend or expel pupils from school, and, in cities or large towns, to exclude from school, children under six years of age, when the interests of the schools require such exclusion;

5th. To rent, furnish, repair, and insure school-houses;

6th. To build school-houses, and purchase or sell school lots, when the Trustees may be directed by a vote of the district, and when the Board of Education may be directed by a vote of the Board of Supervisors of the county, or city and county.

7th. To purchase personal property, and to receive, lease, and hold in fee, in trust for their district, town, or city, any and all real or personal property, for the benefit of the schools thereof.

8th. To provide books for indigent children, on the written statement of the teacher that the parents of such children are not able to purchase them;

9th. To require all pupils to be furnished with suitable books, as a condition of membership in the schools;

10th. To provide library and cabinet cases;

11th. To exclude from school and from school libraries, all books, tracts, papers, or catechisms of a sectarian character;

12th. To require the State series of text books adopted in pursuance of State law, to be used exclusively in their schools;

13th. To require every teacher to keep a State school register;

14th. To enforce in school the course of study adopted and prescribed by the State Board of Education;

15th. To require teachers to attend County or City Institutes, and to make such annual reports as may be required by the Superintendent of Public Instruction;

16th. To make an annual report, on or before the twentieth day of July, to the County Superintendent, in the manner and form and on the blanks prescribed by the Superintendent of Public Instruction;

17th. To make a report, whenever required, directly to the

Superintendent of Public Instruction, of the text books used in their schools;

18th. To keep a registry in a book or books to be provided for that purpose, of all children applying for and entitled to be admitted in the schools, and to notify the parent or guardian of such children when vacancies occur, and receive such children in the schools in the order in which they may be registered. Such register shall at all times be open to the inspection of the public.

Sec. 43. The Board of Education of each city, or city and county, and the Board of Trustees of each district, shall appoint a School Census Marshal, on or before the first day of June of each year, and notify the County or City Superintendent of such appointment in writing. It shall be the duty of the School Census Marshal to take, annually, in the month of June, an exact census of all children under fifteen years of age. He shall take specifically and separately a census of all white children, Negro children, and Indian children who live under the guardianship of white persons, between five and fifteen years of age, and shall specify the number and sex of such children, and the names of their parents or guardians. All children who may be absent from home, attending colleges, college schools, boarding schools, and private seminaries of learning, shall be included by the Marshal in the census list of the city, town, or district in which their parents or guardians reside, and shall not be taken by the Census Marshal of the city, town, or district where they may be attending such private institutions of learning. The Census Marshal shall further report, separately, the number of white, Negro, and Indian children, under five years of age, and the whole number of Mongolian children under fifteen years of age, and also such other statistics as may be required by the Superintendent of Public Instruction, or by City Boards of Education. He shall make a full report thereof, on the blanks furnished for that purpose, under oath, to the County Superintendent or the City Board of Education, on or before the first day of July next after his appointment, and deliver a copy, if required, to the School Trustees. The Census Marshal shall be paid by the Board of Trustees from the county school money to the credit of the district, in the same manner as other contingent expenses are paid; and Boards of Education in incorporated cities, shall audit

his bills in the same manner as bills for contingent expenses are audited and paid, unless otherwise provided by law.

Sec. 44. Boards of Trustees and Boards of Education, shall have power and it shall be their duty to grade their schools, and to organize them into primary, grammar, and high school departments; *provided*, there be means sufficient to maintain all three departments, and to accommodate all children applying for admission into the primary schools; and if not, then the several departments shall be maintained in the order herein named, the primary schools having preference.

Sec. 45. It shall be the duty of all Boards of Trustees and Boards of Education, to maintain all the schools established by them in any district or city, for an equal length of time during the year, and, as far as practicable, with equal rights and privileges; *provided*, in all cases the primary schools shall first be provided for and shall have the preference.

Sec. 46. The District Clerk of each district, shall provide all school supplies authorized by this act, and shall keep the school-house in repair, during the time school is taught therein; and he shall keep an accurate record of all expenses incurred by him on account of the school, which account shall be audited by a majority of the Board, and paid out of the county school moneys of that district.

Sec. 47. The District Clerk may act as Census Marshal, and as either Assessor or Collector, or as both, of district taxes, in either of which cases he shall be paid the same compensation which would have been allowed by the Board to any other person; and the provision by which no Trustee is allowed to receive compensation for his official services shall not apply.

Sec. 48. The District Clerk is hereby required, from time to time, to purchase and furnish to the school, free of charge, such supplies of pens, penholders, pencils, crayons for blackboards, ink, and stationery, for the use of pupils, as must be used in carrying out the course of study prescribed therein; and the County Superintendent, upon the presentation of proper vouchers, and being satisfied that such supplies were proper, needed, and used in school, shall draw his warrant in favor of the District Clerk for the amount so expended. And in incorporated cities, every Board of Educa-

tion shall cause to be furnished to the pupils, free of charge, the supplies in this section named, and shall pay for them in the manner provided for the payment of other school expenses.

SEC. 49. The Board of Trustees of any district and Board of Education, shall use the school moneys received from State or county apportionment, during any school year, exclusively for the support of schools for that school year; *provided*, that if at the end of any school year there be any unexpended balance, it may be used for the payment of any claims against the district outstanding, or it may be used for the year succeeding.

SEC. 50. Any Board of Trustees may use the county school moneys for any of the purposes authorized by this act; but all State school moneys, except in those cities where it has otherwise been expressly provided by special law, shall be used exclusively for the payment of teachers, excepting the ten per cent. reserved for district school library purposes.

SEC. 51. Any Board of Trustees shall be liable, as Trustees, in the name of the district, for any judgment against the district for any salary due any teacher on contract, and for all debts legally contracted under the provisions of this act; and they shall pay such judgment or liabilities out of the school moneys to the credit of such district.

SEC. 52. Any Board of Trustees shall have power:

1st. To unite two contiguous districts in the same county, or in adjoining counties, and to establish a union school, to be supported out of the funds belonging to their respective districts; and a school thus established shall be governed by a joint Board composed of the Trustees of the combining districts.

2d. To make arrangements with the Trustees of any adjoining district for the attendance of such children in the school of either district as may be best accommodated therein, and to transfer the school moneys, due by apportionment to such children, to the district in which they may attend school.

OF SCHOOLS.

SEC. 53. Every school, unless otherwise provided by special law, shall be open for the admission of all white children between five and twenty-one years of age residing in that school district; and

the Board of Trustees, or Board of Education, shall have power to admit adults, and children not residing in the district, whenever good reason exists for such exceptions.

Sec. 54. All schools, unless otherwise provided by special law, shall be divided into three grades, namely: first, second, and third. Each County Superintendent shall determine the respective grade or class of the schools of his county, under instructions from the State Board of Education. No person shall be eligible to teach a county school of the first grade, unless the holder of a certificate equal in grade to a first grade county certificate; and no person holding merely a third grade county certificate shall be eligible to teach any school, except one of the third grade.

Sec. 55. All schools shall be taught in the English language, and instructions shall be given in the following branches in the several grades in which each may be required in the course of study adopted in pursuance of law, namely: Reading, writing, orthography, arithmetic, geography, English grammar, history of the United States, physiology, and book-keeping; and such other studies as may be deemed necessary, may be authorized by the State Board of Education, or Boards of Education of any city, or city and county; *provided*, that no such studies shall be pursued to the neglect or exclusion of the studies herein specified, and that thorough instruction shall first be given in all these branches. Instruction shall be given in all grades of schools, and in all classes, during the entire school course, in manners and morals, and the laws of health; and due attention shall be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind; and to the ventilation and temperature of school-rooms.

Sec. 56. Any Board of Trustees or Board of Education, by a majority vote, may admit into any public school, half-breed Indian children, and Indian children who live in white families, or under guardianship of white persons.

Sec. 57. Children of African or Mongolian descent, and Indian children not living under the care of white persons, shall not be admitted into public schools, except as provided in this act; *provided*, that upon the written application of the parents or guardians of at least ten such children to any Board of Trustees or Board

of Education, a separate school shall be established for the education of such children; and the education of a less number may be provided for by the Trustees in any other manner.

SEC. 58. When there shall be in any district any number of children, other than white children, whose education can be provided for in no other way, the Trustees by a majority vote, may permit such children to attend schools for white children; *provided*, that a majority of the parents of the children attending such schools make no objection, in writing, to be filed with the Board of Trustees.

SEC. 59. The same laws, rules, and regulations, which apply to schools for white children, shall apply to schools for colored children.

SEC. 60. No books, tracts, papers, catechisms, or other publications of a sectarian or denominational character, shall be used or distributed in any school, or shall be made a part of any school library: neither shall any sectarian or denominational doctrine be taught therein; and any school district, town, or city, the officers of which shall knowingly allow any schools to be taught in violation of these provisions, shall forfeit all right to any State or county apportionment of school moneys; and upon satisfactory evidence of such violation, the State Superintendent and County Superintendent shall withhold both State and county apportionments.

SEC. 61. For the purpose of protecting the health of young children, it is hereby provided that no school in which the average age of the pupils does not exceed eight years, shall be continued in session more than four hours a day, exclusive of intermission; and no school whatever shall be continued in session more than six hours a day, exclusive of an intermission at noon; and no pupil under eight years of age shall be kept in school more than four hours per day: and any violation of the provisions of this section shall be treated in the same manner as a violation of section sixty.

OF PUPILS.

SEC. 62. Pupils shall be admitted into the schools, in the order in which they apply to be registered, and all pupils who may be admitted into public schools, shall comply with the regulations established in pursuance of law for the government of such schools, shall pursue the required course of study, and shall submit to the

authority of the teachers of such schools. Continued and willful disobedience, and open defiance of the authority of the teacher, shall constitute good cause for expulsion from school; and habitual profanity and vulgarity, good cause for suspension from school. Any pupil who shall in any way cut, deface, or otherwise injure, any school-house, fences, or outbuildings thereof, shall be liable to suspension and punishment; and the parents of such pupil shall be liable for damages, on complaint of the teacher or Trustees.

OF TEACHERS.

Sec. 63. Every teacher employed in any public school shall make an annual report to the County Superintendent, on or before the tenth day of July next after the close of each school year, in the form and manner, and on the blanks prescribed by the Superintendent of Public Instruction. A duplicate of such report, when required by the Trustees, shall be furnished to the District Clerk. Any teacher who shall end any school term before the close of the school year, shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the close of the school year, shall, in his or her annual report, include all statistics from the school register for the entire school year, notwithstanding any previous report for a part of the year. Teachers shall make such additional reports as may be required, in pursuance of law, by the State or by City Boards of Education. No County Superintendent, or City Superintendent, or Board of Education, or Board of Trustees, shall draw any order or warrant for the salary of any teacher for the last month of his or her services, until the reports herein required shall have been made and received.

Sec. 64. Every teacher shall keep a State school register, in the manner provided therefor; and no County Superintendent shall draw any warrant for the salary of any teacher for the last month of his or her services in school, at the end of any term or year, until he shall have received a certificate from the District Clerk that the said register has been properly kept, the summaries made, and the statistics entered; or until, by personal examination, he shall have satisfied himself that it has been done. Teachers shall faithfully enforce in school the course of study and the regulations prescribed

in pursuance of law; and if any teacher shall willfully refuse or neglect to comply with such requisitions, then the County Superintendent shall be authorized to withhold any warrant for salary due until such teacher shall comply therewith.

SEC. 65. No teacher shall be entitled to draw for salary any school moneys, unless such teacher shall be employed by a majority of the Trustees; nor unless the holder of a legal State, city, or county teacher's certificate, in full force and effect.

SEC. 66. In every contract, whether written or verbal, between any teacher and any Board of Trustees, except in incorporated cities, a school month shall be construed and taken to be twenty school days, or four weeks of five school days each; and no teacher shall be required to teach school on Saturday, the Fourth Day of July, the First Day of January, Christmas Day, the days of the general election and special judicial election, and such days of fasting or thanksgiving as may be appointed by the President of the United States, or the Governor of this State; and no deduction from the teacher's time or wages shall be made by reason of the fact that a school day happens to be one of the days referred to in this section as a day on which school shall not be taught. Any contract made in violation of the provisions of this section shall have no force or effect as against the teacher.

SEC. 67. Every teacher shall have power to hold every pupil to a strict accountability, in school, for any disorderly conduct on the way to or from school, or on the play grounds of the school, or during intermission, or recess; to suspend from school any pupil for good cause; *provided*, that such suspension shall be reported by the teacher to the Trustees as soon as practicable; and if such action is not sustained by them, the teacher may appeal to the County Superintendent, whose decision shall be final, whether for or against expulsion.

SEC. 68. In all cases of the revocation of a certificate, the teacher shall have the right of appeal from any City or County Board of Examination to the State Board of Examination; and upon the revocation of a State diploma, or certificate, to the State Board of Education.

SEC. 69. In case of the dismissal of any teacher before the expiration of any written contract, entered into between such teacher

and Trustees, for alleged unfitness, or incompetence, or violation of rules, the teacher shall have the right of appeal to the County Superintendent; and if such County Superintendent shall decide that the removal was made without good cause, the teacher so removed shall be reinstated in school, and shall continue during the time of contract. Any teacher whose salary is withheld, in pursuance of the provisions of this act, shall have the right of appeal to the Superintendent of Public Instruction, whose decision shall be final.

SEC. 70. It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.

STATE NORMAL SCHOOL.

SEC. 71. The members of the State Board of Education, except the Principal of the State Normal School, are hereby constituted *ex officio* the Board of Trustees of the State Normal School.

SEC. 72. The Board of Trustees of the State Normal School shall have power to establish and continue a State Normal School in the City of San Francisco, for the purpose of furnishing free instruction to such persons residing in this State as may desire to prepare themselves for the profession of teaching, and to teach in the public schools thereof. Said Board shall have full powers to prescribe a course of study for such Normal School, and the text books to be used therein; to examine, employ, and fix the salaries of teachers therein; to hold stated examinations of the pupils attending such Normal School, and to award diplomas as hereinafter provided; to arrange and effect all the details necessary to conduct such Normal School; and to make all the regulations and by-laws necessary for the good government and management of the same. Males over seventeen years of age, and females over fifteen years of age, may be admitted as pupils of said school; *provided*, that every applicant shall undergo an examination in such manner as may be prescribed by the Board; such person having first filed a certificate with the Principal of intention to engage in the occupa-

tion of teaching in the public schools of this State. The seats in said school shall be apportioned among the applicants therefor from the different counties of this State, as near as may be in proportion to the representation of such counties in the State Legislature.

SEC. 73. The Board of Normal School Trustees shall have power to determine the course of study, and the time and standard of graduation, and to issue diplomas; and such diplomas shall entitle the holders to receive a State certificate or diploma, the grade of which shall be determined by the State Board of Examination. Said Board shall have power to organize and maintain a Training School, in which the advanced pupils of the Normal School shall be required to teach classes of pupils under the supervision and direction of experienced teachers, capable of giving instruction in the best methods of conducting primary schools.

SEC. 74. The Superintendent of Public Instruction shall be the executive agent and Secretary of the Board of Trustees of the Normal School. He shall visit the school from time to time, inquire into its condition and management, enforce the rules and regulations of the Board, require monthly reports of the teachers, prescribing the form thereof, and exercise a general supervision over the school, and shall make, in his biennial report, a statement of receipts and expenditures, and of the management of the school.

SEC. 75. It shall be the duty of the Principal of the Normal School to make a detailed annual report to the Board of Trustees, with a catalogue of pupils, and such other statistics as the Board may require or as he may think useful; and such report may be ordered printed under the provisions of this act; and if printed, it shall be the duty of the Principal to furnish a copy thereof to each Normal School in the United States. It shall be the duty of the Principal, authorized by the Board, to attend County Institutes, and lecture before them on subjects relating to public schools and the profession of teaching. All teachers of the Normal School shall be under the general laws of this State applying to public school teachers.

SEC. 76. The Board of Normal School Trustees shall hold at least two meetings each year, the time and place to be determined by the Board, but special meetings may be called by the Secretary of the Board, upon written notice to each member. The Governor

shall be *ex officio* Chairman, and five members shall constitute a quorum; *provided*, that a majority of all the members of the Board shall be necessary for the election of teachers or for fixing their salaries. The monthly salaries of teachers, and bills for incidental expenses may be audited by an Executive Committee of three, appointed by the Board. No member of said Board shall be entitled to any compensation for official services. The record book of the Board shall be kept in the office of the Superintendent of Public Instruction.

SEC. 77. The sum of sixteen thousand dollars is hereby appropriated biennially out of any moneys in the General Fund not otherwise appropriated, which said appropriation shall be set apart at the commencement of each fiscal year, to support the State Normal School; and the Controller is hereby directed to draw his warrants from time to time on the State Treasurer, payable out of said appropriation, and the unexhausted remainder, if any, of any prior appropriation, for such claims or accounts as have been audited by the Board of Trustees of the State Normal School, or the Executive Committee thereof, and the Board of Examiners; *provided*, the aggregate of warrants so drawn shall not exceed in any one fiscal year, one-half the appropriation herein made for such years, together with the remainder of unused appropriations, if any, of any previous fiscal year or years; and whenever, at the expiration of any fiscal year, a balance remains to the credit of the State Normal School Fund, such balance shall be carried forward and be added to the appropriation for the succeeding year.

OF SCHOOL DISTRICT LIBRARIES.

SEC. 78. Every County Superintendent and every County Treasurer shall set apart ten per cent. of each annual apportionment of State School Fund for each district, as a "District School Library Fund" for that district, and said fund shall be used for no other purpose; *provided*, that when ten per cent. exceeds fifty dollars, only fifty dollars shall be so set apart; *further provided*, that when ten per cent. is less than ten dollars, and no library has been previously formed, the money shall remain in the treasury until subsequent apportionments or donations shall equal that sum. The Board of Trustees of each district shall procure a suitable

library case, and shall expend the entire ten per cent. set apart as a Library Fund, together with such sums as may be added thereto by subscription or donation, in the purchase of such books for the library as may be authorized by the State Board of Education. If the Trustees neglect or refuse to purchase such books, then it shall be the duty of the County Superintendent to expend the Library Fund to the credit of such district, and pay for the books on his own warrant.

SEC. 79. The Trustees shall have the same control over the library as over other school property, and shall appoint the teacher, or the District Clerk, or some other suitable person, to act as Librarian; and whenever practicable and safe, the library shall be kept in the school-house of such district.

SEC. 80. It shall be the duty of the State Board of Education to prepare a list of books suitable for school libraries, in which no works of a sectarian character shall be included, and which may be from time to time amended, revised, and enlarged, and to prepare uniform rules and regulations for the government of district libraries, and to prescribe penalties, fines, and conditions of membership.

SEC. 81. The Trustees shall be held accountable for the proper care and preservation of the library, and shall have power to assess and collect all fines, penalties, and fees of membership, and to make all needful rules and regulations not provided for by the State Board of Education, and not inconsistent therewith: and they shall report annually to the County Superintendent all library statistics which may be required by the blanks furnished for that purpose by the Superintendent of Public Instruction.

SEC. 82. Trustees may receive donations of books, maps, or charts, from any person; *provided*, no books of a sectarian character shall be placed in the library, and that any such books found therein shall be removed by order of the County Superintendent. The library shall be free to all pupils of suitable age belonging to the school; but any resident of the district may become entitled to its privileges upon the payment of such a sum of money for life membership, or such annual or monthly fees, as may be prescribed by the Trustees.

SEC. 83. In cities not divided into school districts, or in any

incorporated towns or cities, or county and city, the provisions of the preceding sections relating to the setting apart of ten per cent. of the State School Fund as a Library Fund shall not apply; but the sum of fifty dollars—not to exceed ten per cent. of the State apportionment—shall be set apart as a Library Fund by the Board of Education for every five hundred children between the ages of five and fifteen years within the limits of such city, and expended as provided in other cases for the formation of school libraries.

OF AN EDUCATIONAL JOURNAL.

SEC. 84. It shall be the duty of the Superintendent of Public Instruction to annually subscribe for a sufficient number of copies of some monthly journal of education, to supply each County Superintendent, City Superintendent, District Clerk, and each district school library, with one copy thereof. Said journal shall be designated by the State Board of Education, and shall be a journal devoted exclusively to educational purposes, and published monthly in California. The Superintendent of Public Instruction shall be one of its editors, and it shall contain, as a condition of such subscriptions by the State, a department of Public Instruction, in which shall be published the decisions, circulars, instructions, and apportionments of school funds made by the Superintendent of Public Instruction, and the State Board of Education, together with a monthly report of the State Normal School. The subscription price paid for each annual subscription of twelve monthly copies shall not exceed one dollar and fifty cents; and the State Board of Education shall have power to reduce the rate whenever said journal can be creditably sustained at a lower rate. At the beginning of each school year the Superintendent of Public Instruction shall draw his order on the State Controller for an amount sufficient to pay for such subscriptions in favor of such journal, which order shall be certified by the State Board of Education, and allowed by the State Board of Examiners, whereupon it shall be the duty of the State Controller to draw a warrant on the State Treasurer, payable out of any unapportioned school moneys in the treasury.

SEC. 85. The Superintendent of Public Instruction shall annually convene and preside over a State Teachers' Institute, which shall continue in session not less than three nor more than five days.

The sum of five hundred dollars is hereby appropriated biennially out of any unappropriated moneys in the General Fund, for the purpose of defraying the necessary expenses of such annual institutes.

STATE BOARD OF EXAMINATION.

SEC. 86. There shall be a State Board of Examination, consisting of the Superintendent of Public Instruction, who shall be *ex officio* chairman, and four professional teachers, who shall be appointed by the Superintendent of Public Instruction; *provided*, that no person shall be eligible to such appointment unless he holds a State educational diploma. The Board shall meet at such times and places as may be designated by the chairman, and shall hold at least two sessions in each year. It shall have power to grant certificates of the following grades, to wit: State educational diplomas, valid for six years; State certificates, first grade, valid for four years; second grade, valid for two years; third grade, valid for one year.

SEC. 87. Every applicant for a State diploma, or for a State certificate of the first or second grade, shall be critically examined, by written or printed questions, and by additional oral examination, in algebra, arithmetic, English grammar, English composition, geography, history of the United States, school law of California, physiology, natural philosophy, orthography, defining, penmanship, Constitution and Government of the United States, reading and elocution, and theory and practice of teaching. Extra credits may be given for ability to teach drawing, vocal or instrumental music, and school calisthenics. For success and experience in teaching, extra credits may be allowed, as the State Board of Education may determine. Certificates shall be issued to such persons only as, in addition to passing examination in the studies herein specified, shall have given evidence of good moral character and fitness for the profession of teaching. State educational diplomas shall be issued to such persons only as shall have been employed in the occupation of teaching at least three years; and the holders of said diplomas shall be eligible to teach in any public school in the State, except high schools in which the ancient and modern languages are required to be taught by such teachers. State certificates of the first grade shall entitle the holders to teach in county schools of the first grade,

and in all grammar schools. State certificates of the second grade shall entitle the holders to teach in second grade schools, and as assistants in grammar schools. State certificates of the third grade shall entitle the holders to teach in any primary school. The standing in each study of each successful applicant shall be indorsed upon the back of his or her diploma or certificate, together with his or her total per centage and relative standing in the class. The State Board of Examination shall have power to revoke, for immoral or unprofessional conduct, or habitual profanity, intemperance, cruelty, or evident unfitness for the profession of teaching, any diploma or certificate granted by it, and to renew all State certificates at the expiration of the time for which they were granted.

SEC. 88. All regularly issued State Normal School diplomas from any State Normal School in the United States, and all life diplomas granted by the State Board of Examination in any of the United States, shall be recognized by the State Board of Examination of this State as *prima facie* evidence of fitness for the profession of teaching; and the said Board shall, on application of the holders thereof, proceed to issue without examination, State certificates, the grade to be fixed at the option of the Board; *provided*, in all cases, satisfactory evidence be given of good moral character and correct habits. All applicants for State diplomas or certificates shall pay an examination fee of two dollars, which shall be appropriated to the support of the State educational journal.

SEC. 89. In order to elevate the profession of teaching and advance the interests of public schools, the State Board of Education shall grant teachers' life diplomas, which shall remain valid during the life of the holder, unless revoked by the said Board for immoral or unprofessional conduct, or want of qualifications to teach. Said diploma shall be granted to such persons only as shall have taught one year successfully after receiving a State educational diploma from the State Board of Examination, or who shall have held for one year, after receiving a State diploma, the office of State, City, or County Superintendent. Applicants for life diplomas shall file with the State Board of Examination certificates of their success in teaching; and said Board, after due consideration and examination, shall present the application to the State Board of Education, with a recommendation either for or against its being

granted. The State Board of Education may recognize the life diplomas of other States of the United States, and issue to the holders thereof life diplomas of this State. Each applicant for a State life diploma shall pay the sum of five dollars to defray the expense of filling out and issuing the diploma.

COUNTY BOARDS OF EXAMINATION.

SEC. 90. There shall be in each county a County Board of Examination, which shall be composed of the County Superintendent, who shall be *ex officio* Chairman, and of a number of teachers, not to exceed three, to be appointed by him, who shall hold office for one year from the first of July next succeeding their respective appointments; but no person shall be appointed unless he holds either a State diploma, or a first grade State or county certificate. The Superintendent shall fill vacancies that occur from absence or other cause; and if he cannot find any teacher in his county qualified under the provisions of this section willing to serve, he shall conduct the examination himself. The Board shall meet at such times and places as may be designated by the Chairman, and shall hold a session at least as often as once in every three months, and during any Teachers' Institute held in the county. The Superintendent of Public Instruction shall, *ex officio*, be a member of all County Boards of Examination. The members of said Board shall each be paid for their services a sum not exceeding three dollars, in addition to actual traveling expenses, for each session of said Board, to be paid out of the unapportioned County School Fund, on the warrant of the County Superintendent; *provided*, that this compensation shall be paid only at the regular quarterly examinations, and that whenever said Board shall hold sessions at any other time, no compensation shall be allowed from the county; but, in cases of such special examinations, said Board may charge an examination fee, not exceeding two dollars for each applicant.

SEC. 91. The County Board of Examination shall have power to grant certificates of three grades, to wit: county certificates, first grade, valid for three years, and authorizing the holder to teach a grammar school, or a school of the first grade, in the county; county certificates, second-grade, valid for two years, and authorizing the holder to teach a second-grade school in the county; county cer-

tificate, of the third-grade, valid for one year, and authorizing the holder to teach a third-grade school in the county. Third-grade certificates shall be granted to female teachers only. Certificates shall be issued to such persons only as shall have given evidence of good moral character, of fitness for teaching, and of ability to impart their knowledge.

SEC. 92. Certificates of the first grade shall be issued to those only who have passed a satisfactory examination in orthography, defining, reading, penmanship, physiology, natural philosophy, English composition, arithmetic, algebra, geography, grammar, history of the United States, the school law of California, and theory and practice of teaching. Certificates of second grade shall be issued to those only who have passed a satisfactory examination in all of the above subjects, except natural philosophy and algebra. Extra credits may be given in all grades for ability to teach drawing, vocal or instrumental music, calisthenics, and other branches, as may be determined by the State Board of Education. All examinations in written arithmetic, algebra, orthography, defining, grammar, history of the United States, and Constitution and Government of the United States, shall be conducted in writing, and at least ten questions shall be submitted in each separate study. The standing of each applicant in each study shall be indorsed on the back of each certificate, together with the total per centage and relative standing in the class. The County Board shall have power, without examination, to renew certificates, and to revoke, for immoral or unprofessional conduct, or habitual profanity, intemperance, cruelty, or evident unfitness for the profession of teaching, any county certificate.

CITY BOARD OF EXAMINATION.

SEC. 93. In every city having a Board of Education governed by special laws, there shall be a City Board of Examination, for determining the qualifications of teachers, which shall consist of the City Superintendent of Public Schools, and the President of the Board of Education of that city, the County Superintendent of the county in which such city is situated, and of three public school teachers, residents of such city, who shall be elected by the City Board of Education for the term of one year. Any teacher, to be eligible to such election, shall be the holder of a State diploma, or

of a grammar school city certificate. The teachers elected to such Board shall be allowed such compensation for their services as may be granted by the Board of Education. The Superintendent of Public Instruction shall be, *ex officio*, a member of every City Board of Examination. Said Board shall conduct all examiuations in conformity with the general rules and regulations of the State Board of Education, and shall have power to grant certificates of the same grade, and for the same time as the State Board of Examination; *provided*, they shall be valid only in the city in which they are granted. Said Board shall also have power to grant such certificates of a grade lower than grammar school certificates as may be deemed necessary, and to grant certificates for teaching high schools. Said Board shall have power to renew, without examination, all city certificates. No City Board of Educatiou, or of Examination, shall have power to require or hold an examination of any teacher holding a State diploma or certificate, except in cases where such teacher is an applicant for a school of higher grade than the certificate then held allows such teacher to teach. Any City Board of Examination may recognize the certificates of any other city, and, without examination, issue to the holders certificates of a corresponding grade. No person shall be a legally quailfied teacher in any city, unless he or she holds a State or city certificate, granted by a State or City Board of Examination.

Sec. 94. The State Board of Education shall prescribe a standard of proficiency before a County Board which shall entitle the holder of the certificate to a certificate from the State Board of Examination; and whenever such standard is reached, the County Superintendent shall certify the facts, together with certificates of the party's character, to the State Board of Examination, and that body may grant or refuse a State certificate, and fix its grade. Every person holding a diploma of graduation from any State Normal School in the United States, shall be entitled to a county certificate of the first or second grade, at the option of said Board; and upon proof of good character, such certificate shall be granted without further examination. Every County Superintendent and each City Superintendent of Public Schools shall annually report, at the time of making his other report, to the Superintendent of Public Instruction, the number of certificates granted by the Board

of Examination of his county or city, as the case may be, the names of persons to whom granted, and the date of each certificate; the number of all applicants rejected, and the number of certificates revoked; the cause of their revocation, and the names of the holders. The County Superintendent shall also report to the State Superintendent the amount of money received from examination fees, and the manner in which it was expended. The County Superintendent may recognize county certificates of the first grade granted by Boards of Examination in other counties, and may issue temporary certificates for teaching, to the holders, on application, which shall be valid until the next regular examination of the County Board of his county.

SEC. 95. The State Board of Education shall prescribe and adopt a uniform series of text books, which shall be used in all public schools, as well in incorporated cities having Boards of Education as in the State at large; *provided*, that said State Board may, when making a change in any of the series, prescribe a future date for it to take effect, which shall not be less than six months thereafter, and may adopt special books when necessary for the use of graded schools in cities, and shall allow books different from the State series now in use in such cities to be continued until a change may be deemed advisable by the Boards of Education of such cities. Any books once adopted in the State series shall be continued in use for a period not less than four years. If any city, town, or district, refuse or neglect to use the books that may be prescribed, or shall use any other text books in any of the prescribed studies, the Superintendent of Public Instruction shall withhold from such city, town or district, twenty-five per cent. of all State school moneys to which it may be entitled, until it comply; and any moneys so withheld shall be apportioned by the Superintendent, at the next annual apportionment, in the same manner as other school moneys in the treasury.

OF SCHOOL REVENUE.

SEC. 96. An annual ad valorem tax of eight cents on each one hundred dollars value of all taxable property throughout the State is hereby levied and directed to be collected and paid in the same manner as other State taxes are required to be paid; and said

tax shall be called and known as the State school tax, and the Board of Supervisors of the several counties shall annually, at the same time other State taxes are levied, add this to the other taxes provided by law to be levied and collected, and it shall be annually collected at the same time and in the same manner as other State taxes are collected; and if from any reason whatever, in any year, said taxes shall not be levied as herein required by the Board of Supervisors, the Auditor shall enter them on the assessment roll as required by law for other taxes. All moneys derived from the tax herein levied shall be paid into the State School Fund, and be apportioned as other moneys in that fund. No Tax Collector or County Treasurer shall receive any fees or compensation whatever for collecting, receiving, keeping, or disbursing any school moneys; but the whole moneys collected shall be paid to the County Treasurer, and by him paid to the State Treasurer at the same time other moneys are paid over.

Sec. 97. The Board of Supervisors, except in the City and County of San Francisco, of each county, shall annually, at the time of levying other county taxes, levy a school tax, the maximum rate of which shall not exceed thirty-five cents on each one hundred dollars of taxable property in the county, nor the minimum rate be less than sufficient to raise a sum equal to three dollars for each child in the county between five and fifteen years of age. Said Supervisors shall determine the minimum rate of school tax as follows. They shall:

1st. Ascertain from the County Superintendent the number of census children entitled to school apportionment, as shown by the then next preceding school census, and then shall calculate the amount required to be raised at three dollars per child;

2d. They shall deduct fifteen per cent. from the equalized value of the last general assessment roll, and the amount required to be raised, divided by the remainder of the assessment roll, shall be the rate levied; *provided*, that if any fraction of a cent occur, it shall be taken as a full cent on each hundred dollars; and, *provided*, further, that Boards of Supervisors, in estimating said rate of school tax for the year eighteen hundred and sixty-six, shall use the number of census children between the ages of four and eighteen years, according to the returns of the last school census in

eighteen hundred and sixty-five. If the Supervisors fail to levy said tax as herein provided, then the Auditor shall levy it and add the tax to the assessment roll. In case the Supervisors or Auditor shall refuse or neglect to levy at least the minimum rate of tax herein provided, the Superintendent of Public Instruction shall deduct twenty-five per cent. from the next succeeding annual apportionment of State School Fund otherwise due to that county, and shall withhold it and apportion it to the other counties of the State ; and, *provided*, further, that if this act does not become a law until after the taxes are levied for eighteen hundred and sixty-six, and the amount levied for that year does not amount to a rate that will produce a sum equal to the requirements of this section, then the Auditor shall add to the levy such additional per cent. as will produce said amount ; *provided*, the original levy and the addition thereto do not in the aggregate exceed thirty-five cents on the one hundred dollars.

OF DISTRICT TAXES.

SEC. 98. The Board of Trustees of any district may, when in their judgment it is advisable, call an election, and submit to the qualified electors of the district the question whether a tax shall be raised to furnish additional school facilities for said district, or to maintain any school or schools in such district, or for building one or more school-houses, or for any two or all of these purposes. Such election shall be called by posting notices in three of the most public places in the district, for twenty days, and also, if there is a newspaper in the county, by advertisement therein once a week for three weeks. Said notices shall contain the time and place of holding the election, the amount of money proposed to be raised, and the purpose or purposes for which it is intended to be used. The Trustees shall appoint three judges to conduct the election, and it shall be held in all other respects, as nearly as practicable, in conformity with the general election law. At such election the ballots shall contain the words "Tax—Yes," or "Tax—No," and also the name of one person as Assessor, and one as Collector ; *provided*, however, the same person may be elected to both offices. If a majority of the votes cast are "Tax—Yes," the officers of the election shall certify the fact to the Trustees, and shall also certify the names of

the person or persons having the plurality of votes for Assessor and Collector. The Trustees shall issue certificates of election, and the Assessor shall, on receiving his, forthwith ascertain and enroll, in the manner provided for County Assessors, all the taxable persons and property in the district, and within thirty days he shall return his roll, footed up, to the Trustees. The Trustees, upon receiving the roll, shall deduct fifteen per cent. therefrom for anticipated delinquencies, and then, by dividing the sum voted, together with the estimated cost of assessing and collecting added thereto, by the remainder of the roll, ascertain the rate per cent. required; and the rate so ascertained (using the full cent on each hundred dollars, in place of any fraction) shall be and it is hereby levied and assessed to, on, or against the persons or property named or described in said roll, and it shall be a lien on all such property until the tax is paid; and said tax, if not paid within the time limited in the next succeeding section for its payment, shall be recovered by suit, in the same manner and with the same costs as delinquent State and county taxes. The maximum rate of tax levied by a district tax in any one year, for building purposes, shall not exceed thirty-five cents on each hundred dollars, and the maximum rate levied for school purposes by such tax, shall not exceed fifteen cents on each hundred dollars, in any one year. Each District Tax Collector shall give a bond to the people of the State of California, joint and several in form, with similar sureties as are required on other official bonds. Such bonds shall be in such penal sum as the Trustees may direct; *provided*, it be not less than double the amount to be collected, and shall be approved by them. The Trustees, upon receiving any assessment roll from the Assessor, shall give five days' notice thereof, by posting a notice in three public places in the district, and shall sit for at least three days as a Board of Equalization, at such time and place as shall have been named in said posted notices; and they shall have the same power as County Boards of Equalization to make any changes in said assessment roll.

Sec. 99. As soon as the rate of taxation has been determined, as provided in the last preceding section, the Trustees shall place the tax list in the hands of the Collector, who shall then proceed to collect the tax, and shall, within sixty days, return the roll to the Trustees, with the word "Paid" marked opposite the name of each

person, or description of property, from whom, or on which, he has received the tax; and he shall also at the same time file with the Trustees the County Treasurer's receipt for all the moneys by him collected; and the persons and property on the roll not by the Collector marked "Paid," shall be deemed delinquent, and the Trustees shall deposit said roll with the District Attorney, who shall proceed to collect the delinquent taxes in the manner prescribed by law for other delinquent tax; and said roll, or any certified copy thereof, shall have the same force as evidence as a duplicate or delinquent tax roll of State and county taxes.

SEC. 100. In case any Assessor or Collector of district taxes shall refuse or neglect to qualify within ten days of his election or appointment, or having qualified shall refuse or neglect to act, or in case of any vacancy from any other cause, in either or both of said offices, the Board of Trustees shall appoint some proper person or persons to fill the place or places.

OF RATE BILLS.

SEC. 101. After a school shall have been maintained five months free to all pupils, in districts having more than one hundred pupils, and taxable property assessed at over two hundred thousand dollars, and not otherwise, the Trustees of any district shall have power, and it shall be their duty, to assess such rate bills of tuition as they may deem necessary for the payment of teachers' salaries, in addition to the public moneys of such district. Said rate bills of tuition shall be made out by said Trustees against all persons sending children to school, in proportion to the number of children sent to school, and the time of attendance of such children, to be determined by the teacher's register; and the Trustees shall exempt such indigent persons from the payment of said rate bills as they may consider entitled to such exemption. Said Trustees shall appoint a collector of such rate bills, who shall take the constitutional oath of office, whose duty it shall be to present said rate bills to the persons so assessed, and demand payment thereof; and if such person, after thirty days' notice by the said Collector, shall refuse or neglect to pay said rate bill, then the said Collector shall return the same to said Trustees, with his certificate thereon, stating that demand has been made and that said person has refused or neglected to pay the same, and stating the date of notification and

of return. The Trustees, thereupon, shall bring suit in the name of The People of the State of California as plaintiffs, in any Justice's Court of the township or city in which said district may be situated, for the collection of said rate bill, with costs of suit. Said rate bill, certified by said Collector, shall be *prima facie* evidence that said rate bill has been properly assessed, and that all proceedings thereon have been lawfully conducted, and that the sum mentioned therein is due from the party named. In case of any suit under the provisions of this section, the Justice of the Peace in whose Court it is brought, and the officer in whose hands the papers are placed for service, shall perform the duties required without payment in advance, and without any payment whatever, unless the same is made at cost of defendant; and any witness subpenaed shall attend without being entitled to demand or receive any fee or mileage in advance; and no witness shall receive any fee or mileage, unless the same is made out of the defendant as costs; and in case of judgment for defendant, it shall be general, and without costs; and in case a majority of the Trustees demand it, a writ of attachment shall issue without a bond being filed, and without any other matter or thing being had or done, except the filing of the unpaid rate bill, with the officer's affidavit thereto, as herein required. Except in any new district in which a school for the first time is opened, no Board of Trustees shall have any power to levy or collect any tuition or rate bills until a free school shall have been maintained for at least three months in each year; and the Superintendent of Public Instruction shall deduct and withhold twenty-five per cent. of the State School Fund otherwise due, from any district in which a school has been maintained in violation of this section.

Sec. 102. The Board of Trustees of any school district, whenever the estimated State and county school moneys to be apportioned to such district shall be deemed by them insufficient to maintain a free school five months in each year as required in the preceding section, shall proceed to levy a direct tax upon all the taxable property of the district sufficient to raise an amount which, together with the estimated amount of State and county school money to be received, shall maintain a free school five months. The Trustees, in making their estimate of money to be apportioned to the district, shall base their calculation on the written statement of the County Superintendent, and shall include in their

estimate of the amount necessary to be raised by tax, all probable contingent expenses for furniture and incidentals authorized by law, as well as for the salary of a teacher; and such estimates shall all be recorded by the District Clerk in the record book of the Board, and said record shall be *prima facie* evidence of the necessity of the tax, and of the amount to be levied. Such tax shall be assessed, equalized, and collected, in the manner prescribed for assessing, equalizing, and collecting taxes voted for school purposes as provided in this act, except that the Trustees may appoint an Assessor and Collector.

GENERAL PROVISIONS.

School Funds.

SEC. 103. All state School funds apportioned by the Superintendent of Public Instruction, and all county school moneys apportioned by County Superintendents of Common Schools, shall be apportioned to the several school districts and cities in proportion to the number of school census children between five and fifteen years of age, as shown by the returns of the School Census Marshals for the next preceding school year; *provided*, that Indian children who are not living under the guardianship of white persons, and Mongolian children, shall not be included in the apportionment list.

SEC. 104. The State School Fund, excepting as otherwise provided in this act, shall be used for no other purpose than the payment of teachers legally qualified and employed under the provisions of this act. County school moneys may be used by the County Superintendent and Trustees for the various purposes as authorized and provided in this act.

SEC. 105. No school district shall be entitled to receive any apportionment of State or county school moneys, unless the teachers employed in the schools of such district shall hold legal certificates of fitness for the occupation of teaching, in full force and effect.

SEC. 106. No school district shall be entitled to receive any apportionment of State or county school moneys which shall not have maintained a free public school for at least three months during the then next preceding school year; *provided*, that any new district, formed by the division of an old one, shall be entitled to its apportionment when the time that school was maintained in the old district before division, and in the new district after division, shall

be equal to at least three months as required in section one hundred and one. Any school district which shall neglect or refuse to adopt and use the State series of text books required in pursuance of law, shall not be deemed or adjudged a school district within the meaning of this act.

Of Penalties and Disabilities.

SEC. 107. When any school officer is superseded by election or otherwise, he shall immediately deliver to his successor in office all books, papers, and moneys, pertaining to his office; and every such officer who shall refuse to do so, or who shall willfully mutilate or destroy any such books or papers or any part thereof, or shall misapply any moneys intrusted to him by virtue of his office, shall be guilty of misdemeanor, and shall be punished by a fine, in the discretion of the Court, not exceeding one hundred dollars.

SEC. 108. Every person elected or appointed to any office mentioned in this act, shall before entering upon the discharge of the duties thereof, take an oath to support the Constitution of the United States and of this State, and faithfully discharge the duties of his office according to the best of his abilities. In case such officer has a written appointment or commission, his oath shall be indorsed thereon, otherwise it may be taken orally. In either case it may be sworn to before any officer authorized to administer oaths; and school officers are hereby authorized to administer all oaths relative to school business appertaining to their respective offices, without charge or fee.

SEC. 109. If any School Trustee or member of any Board of Education, shall refuse or neglect to perform any official act or duty prescribed by law, he shall be liable to the pains and penalties of the Act of March fourteenth, eighteen hundred and fifty-three, entitled An Act to prevent Extortion in Office and to enforce Official Duty.

SEC. 110. No School Trustee or member of any Board of Education shall be directly or indirectly interested in any contract made by the Board of which he is a member, and any contract made in violation of this provision shall be null and void. No Trustee or member of any Board of Education shall receive any compensation for his official services.

SEC. 111. All fines and penalties not otherwise provided for in

this act shall be collected by an action in any Court of competent jurisdiction, and shall be paid into the District or County School Fund, as the case may be.

SEC. 112. Any parent, guardian, or other person, who shall upbraid, insult, or abuse, any teacher in the presence of the school, shall be guilty of a misdemeanor, and be liable to a fine of not less than ten nor exceeding one hundred dollars.

SEC. 113. Any person who shall willfully disturb any public school, or any public school meeting, shall be guilty of a misdemeanor, and liable to a fine of not less than ten nor more than one hundred dollars.

SEC. 114. In case any Board of Trustees or Board of Education shall fail to appoint a Census Marshal at the proper time, and if through such neglect the district shall fail to receive its apportionment of school moneys, said Trustees or members of said Board of Education shall be, jointly and severally, individually liable to the district for the full amount so lost, and it may be recovered on a suit brought by any citizen of such district, in the name of and for the benefit of the district.

SEC. 115. If any Board of Trustees shall neglect or refuse to open a school when there is sufficient money in the treasury to maintain one for five months, or if any Board neglect or refuse to levy a tax for maintaining a school five months, as provided in this act, it shall be the duty of the County Superintendent, when he shall be satisfied of such facts, to remove from office any one or all of the Trustees of such Board, and appoint to fill the vacancy.

SEC. 116. All cases of dispute in relation to school matters, not properly belonging to Courts of Justice, may be referred first to the County Superintendent, and appealed to the State Superintendent.

Miscellaneous.

SEC. 117. All incorporated literary institutions, and all institutions having educational departments, to which State appropriations are made, shall report biennially to the Superintendent of Public Instruction such educational statistics as he may require.

SEC. 118. Every member of any Board of Education, and every Superintendent of Public Schools, in any incorporated city having a special school law, shall hereafter be elected by direct vote of the people; and all laws or parts of laws in conflict with this

provision are hereby repealed. And in any city in which such school officers have heretofore been appointed, the Common Council or Board of Supervisors shall make provision by ordinance for the election of school officers at the general election, or at special elections; *provided*, that the terms of officers already appointed may be continued until the time of the next general or city election; and if provision for such election is not made, any ten voters may call it, on thirty days' notice.

SEC. 119. The school year shall begin on the first day of July, and end on the last day of June.

SEC. 120. All printing or binding required under this act shall be executed by the State Printer, in the form and manner and at the prices of other State printing, and shall be paid for in like manner out of the General Fund of the State.

SEC. 121. This act shall be known and referred to as the "Revised School Law," and no other title or reference shall be necessary.

SEC. 122. The act entitled An Act to provide for the Maintenance and Supervision of Common Schools, approved April sixth, eighteen hundred and sixty-three, and an act amendatory of and supplementary to the act of April sixth, eighteen hundred and sixty-three, entitled An Act to provide for the Maintenance and Supervision of Common Schools, approved March twenty-second, eighteen hundred and sixty-four, and all acts and parts of acts, whether general or special so far as they are inconsistent with the provisions of this act, are hereby repealed; but such repeal shall not affect any legal proceedings taken, or taxes levied, or officers elected, in accordance with the provisions of such repealed laws.

SEC. 123. This act shall take effect from its passage.

Approved, March 24th, 1866.

FRED'K F. LOW,
Governor.

T. N. MACHIN, President of the Senate.
JOHN YULE, Speaker of the Assembly.

NOTE.—The importance of placing the Revised School Law before our readers, at the earliest moment, has made it necessary to defer all other matter to next month. Lincoln Monument Receipts, Editor's Table, State Normal School Report, and sundry valuable communications, will all wait patiently, in order that school officers and teachers may enjoy the noble law which our Legislature has given for the Public Schools of California.—EDS. CAL. TEACHER.

SANTA CLARA COLLEGE.

THE

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[For the California Teacher.]

GEOGRAPHY OF CALIFORNIA.

BY CHARLES RUSSELL CLARKE, A. M. *

THE proposition that California geography should be studied in our own schools hardly admits of dispute. That the youth of the State should make themselves familiar with the geography of the State is a very plain duty. What we need, therefore, upon this point would seem to be not argument, but motive—not confirmation, but persuasion. And the motives to the introduction of this study into our schools are not far to seek. One of the most obvious of them is, the advancement of our scholars in the knowledge of geography in general. The scholar whose attention has first been directed to the Bay of San Francisco, or the river Sacramento, goes forth to the study of New York Bay and the Hudson River with a mind very satisfactorily prepared to appreciate their character. And I believe the true genesis of love of country, in a thousand instances, to be the following: Knowledge produced interest, and interest merged into affection. If knowledge had been lacking there would have been no interest, and without interest there would have been no love. Let us teach California geography, then, if it be only to promote the love of California. But, possibly, this is too sentimental a view of the subject to command much attention.

* A lecture delivered before the State Teachers' Institute, San Francisco.

Possibly even the glorious history of the past four years has not fully taught us the value of a deep affection, an ardent love for the country. If so, it will be easy to take another step, and to show that this study must promote the usefulness of our pupils. Through it they will not only be prepared to love California more, but to serve her better. They must serve her better in every sphere in which they move—in public life and in business life. Among the boys at present in our schools are the future executives, law makers, and judges of the State. The importance of these classes of our citizens being conversant with the localities and interests of of the State, can hardly be overvalued. But a proper knowledge of such a subject is one that begins early, and thus enjoys a long period for natural expansion and confirmation. A public functionary who is obliged to *cram* (as the phrase is) at the eleventh hour will hardly possess a very correct or profound body of knowledge respecting such a State as California.

So, too, in business life. In our schools are the future business men of the State, whose ability to serve her, or to serve themselves, must depend upon their knowledge of her resources—a knowledge, too, commenced early, and then growing naturally through years of reading, reflection, conversation, and observation.

These, then, are some of the motives which should urge us to an introduction of this study into our schools. It must promote the knowledge of our pupils respecting geography in general, and it must promote their love of country and their usefulness—their usefulness, especially, in the Senate and the market place.

But, now, if the branch is taught in our schools it ought to be taught properly. All must concede this; and, hence, we may pass at once to the question, Wherein consists proper instruction in California geography? The science of teaching may not yet have been pushed to its ultimate limits. Indeed, the very fact that we are assembled in such a convention as this is our acknowledgment that we do not think that it has—that the science admits of still further expansion. But the great ends of intellectual education are well defined. Our office, as teachers, is two-fold—to communicate knowledge and to develop the powers.

The question, then, of how California geography should be taught is easily answered from the science of education in general. It

should be taught so as to answer, at once, these two great ends—instruction and discipline—the communication of knowledge and the quickening of the powers.

With respect to the communication of knowledge upon the subject of State geography, you will readily anticipate all I have to say. I believe that the pupils of every California school should be taught, in respect to California, solid facts and figures, and plenty of them. They should learn the great natural features of the State: its mountain ranges; its mountain peaks, of the north, of the south, of the seaboard, and of the interior; its great northern cape, its great southern cape; its great northern bay, its great southern bay, its great central bay; its rivers, its valleys, its cataracts. They should become familiar with its political features, also: its boundaries, its counties, its cities, its towns, its population, and its resources. Nothing ought to be allowed to prevent or displace this portion of our work in teaching geography properly. But neither ought our work to stop here. The other great end of education must receive our attention; secondarily, it may be, but none the less surely. We must train the powers of our scholars. We must so use this geographical material as to give our pupils mental muscle, as to sensitize their mental nerves, as to promote their power of mental endurance. But here I find myself somewhat at a loss. I would spend the rest of the time allotted to me in illustrating this part of my theme—in showing how California geography may be used in developing the faculties, strengthening important powers, and cultivating good habits. But among the multitude of powers, faculties, and habits, which may be formed, or improved, by this study, which shall I choose for the present hour? I have finally settled upon these two: the *Sense of Fitness* and the *Habit of connecting Cause and Effect*. The sense of fitness may be otherwise characterized as the notion, the idea, the instinct, the appreciation of congruity, harmony, propriety, adaptation. The habit of connecting cause and effect is the habit, fixed upon the mind, of tracing all mere facts and phenomena back to their causes, conditions, and explanations, or forward to their results and consequences. Probably this multiplication of synonyms will perfectly identify the powers of mind which I intend. But it may be well to state the grounds on which they have been chosen to illustrate

the present subject. In the first place, then, we have selected the sense of fitness and the habit of connecting cause and effect—these two particular powers—to illustrate the developing use of home geography, because they serve to illustrate it so remarkably well. They do so because they are both powers best developed by the use of familiar material, and this is the very material which composes California geography. For instance, we may cultivate the sense of fitness by calling attention to congruities between things and their names. The two points at the entrance of the Golden Gate are Points Lobos and Bonita. The notion of congruity will be drawn out in the child by explaining to him that these names belong respectively to a beast and a fish very common in the neighborhood of those points. But to repeat this process of tracing harmonies between names and things sufficiently often to produce much effect upon the child's habits, we need to deal with familiar material—where we possess much detailed knowledge. And so it is with the habit of connecting cause and effect. Here, too, we need repetition, constant repetition, of the process, if we would have our pupils catch the habit. And how much more often we can repeat the process in dealing with material and phenomena immediately around us, than we can in handling phenomena more remote. This, then, is one reason for using these two particular powers to illustrate the higher uses of the study of home geography: they are the very powers which are best developed by that study. Another reason for choosing these two is found in the great twofold division of our pupils, into male and female. The first of these powers—the sense of congruity—is the glory of the female mind; the second—the habit of connecting cause and effect—is the glory of the male mind. We will show the universal adaptation of the study of home geography to the culture of all our scholars, then, if we show that it wields a developing control over these two faculties. But a third reason for selecting these two powers is found in their peculiar relations to one another. It is an interesting observation that not a few geographical facts may be made to exert an educating power upon both these faculties at once. Take the names of some gold-bearing counties as examples. The child learns, for instance, the names Placer and El Dorado, and he learns also that gold is mined in these counties. These are his facts. But

explain to him what the names Placer and El Dorado mean, and you suggest to him the notion of cause and that of propriety in the same breath. He sees that the export has produced the name, and he sees the fitness of the name to a county with such an export. Many of our facts, therefore, may be handled so as to develop both these powers simultaneously. But nearly all may be used to develop either one or the other. Some will satisfy the sense of propriety, if not the rational faculty. Of such facts, one is the name "Golden Gate," applied to the strait entering San Francisco Bay. The name is eminently appropriate to a strait leading to a land of gold, although it may not have been given on that account. Again, in other instances, we can point out cause and effect, but not congruity. The name of Stockton can easily be traced back from the city to the Commodore; but no special harmony can be shown between the place and the person. I have selected these two powers, therefore, in order to exemplify the present subject, for what seems to me to be valid reasons, and not at all at random. But, possibly, at this point an important question presses to be answered before we advance further. This sense of fitness—this instinct of congruity—of what value is it?—why should we take pains to acquire it for ourselves or quicken it in others? The question is almost as easily answered as asked. This sense is perhaps the most important element of all refinement and cultivation both of manners and of taste. The sense of fitness should be fostered and strengthened, especially in the female pupil, because it is the inexhaustible fountain of amenity in social life and of taste among the products of art.

Another question now recurs. Allowing it to be true that this acquisition is of importance, how may it be furthered in the study of home geography? I have noticed one of the methods. We may call attention to the congruities which present themselves between things and their names. We may do this in connection with not a few both of the political divisions and of the natural features of the State. There is a general fitness, for example, in the fact that one of the counties of the State bears the honored name of Humboldt—a fitness arising from the fact that he was the first great naturalist who undertook a minute and scientific investigation of this western coast of the Western Continent. The same sort of

propriety appears in the circumstance that another county bears the name of Sutter—the honored pioneer, the morning star of the golden daybreak of California civilization. But a more special and local fitness appears in the naming of other counties and towns. For example, the northernmost of the coast counties is named Del Norte; the county embracing the great southern mountain peak is named San Bernardino; one of the flat counties of the upper valley is called Tehama, or the low; and Clear Lake is allowed to give name to Lake county.

But the harmonies of names form but one class of those to which we may call the pupil's attention. We may often perceive, for example, a suitableness in the location of public institutions. Indeed such suitableness is obvious in connection with nearly all the public institutions of California. That the Capitol is located at Sacramento is proper, in view of the central position of that city, its easy accessibility from every quarter, its neighborhood to the greatest interest—the mining interest—of the State, and its removal from the possible corruptions of the metropolis. The Arsenal is placed at Benicia because of the central position of that place and its neighborhood to the great artery of the interior navigation of the State—by means of which men and arms can easily be transported in any direction. The Insane Asylum, also, occupies no incongruous position at Stockton—not because of any special tendency to hallucination among its citizens, but because it is a place reached by water from the great centers of population, and situated also upon an alluvial soil—both facts favoring the sensitive nervous condition of the insane.

But this sense may be quickened not only by a perception of congruities, but of incongruities. We may do good to our scholars by challenging their criticism of instances of unfitness and discord in geographical names. Such discord appears in too many of our county names. It is a curious fact that Mount Shasta is not in Shasta county; the Marysville Buttes are not in Butte county; Lassen's Peak is not in Lassen county, and Cape Mendocino is not in Mendocino county. The same dissonance is observable sometimes in the naming of towns, as well as counties. A notable instance of this appears in the case of a town on the edge of Suisun Bay—a town which has swollen into the vast proportions of one coal shed!

And what name does this town deign to wear? A sweet sense of the pleasing nature of fitness in all things steals over the tourist as he learns that this coal shed bears the magnificent name of the New York of the Pacific!

[To be continued.]

[For the California Teacher.]

A PLEA FOR EVENING SCHOOLS.*

Lamp-light is sacred to learning. It is her vestal fire. Not only letters, but civilization would have been in utter darkness now, had the tapers gone out in the towers of the Rabbi, the garrets of the Byzantines, or the cells of the Schoolmen. Thus, the long, narrow avenues that civilization has marched, through countless ages to our own, has been lit up by the student's lamp.

It was from the taper-light of Luther's cell, at Erfurth, that the Reformation went forth.

It is lamp oil that has greased the wheels of progress, throughout all time. The Car, according to an old tradition, is coming this way—Westward. Nature seems to appreciate the situation, and has opened up unheard-of reservoirs: the Western World has stricken oil!

The pupil of the Evening School will, therefore, see that, because he is obliged to pursue his studies at night, he is none the worse, and success no further off. He may better congratulate himself that he is toiling in the light by which men have seen farthest—the noonday of so many sages.

The example of Cobbett, too poor to afford even a candle, should be held up to the pupil of the Evening School—Cobbett, afterwards the great reformer—for he built a fire, and lay down before it and studied; of Stephenson, who could not read at twenty, but who died worth ten millions; of Elihu Burritt, who mastered all tongues, holding a book in one hand, and working a blacksmith's forge with the other; and of the Asiatic philosopher, who was obliged to

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* From an Address, by Ralph Keeler, delivered at Lincoln Hall, before the Evening Schools of San Francisco.

puncture a hole in his neighbor's wall, and thus stealthily borrow his light to read.

The pupils of the Evening Schools will find even more to encourage them in the early history of our own Franklin. And here we would respectfully recommend that a simple history of that great man's life be adopted as the text for their reading book. Who shall tell of the good that will accrue from having *his* clandestine studies by candle light constantly before the pupil, in contrast with the liberal school rooms and gas light furnished by our city? The lesson of the night will go with him to his work shop the next day, and the next, and the next. We would venture to say, that no one ever read the biography of Benjamin Franklin without being better for it.

What a lesson has it for the foreign pupil? He has come hither from the land of kings and princes—men who, in the general herd of humanity, might often be mistaken for prosperous soap dealers—without disrespect to the soap. He is ushered into a comfortable school room, and the lamp-light is furnished him *gratis;* and he learns to decipher the language which shall help *him* up to kingship; and he learns, too, from the life of the American Sage, that, in this land, he who wears the crown must forge it with his own muscle!

To those who are not pupils, but are interested in Evening Schools, we have a word to say.

We need not tell you of the importance of this branch of education: you know that already. A demonstration of the startling mathematical proposition, that twice two are four, would be as appropriate, on an occasion like this.

It is our wish, however, to call attention to the proposition of the City Superintendent: That the Evening Schools be continued throughout the year.

Because, in the summer months, some of the pupils are unable to attend, it is no reason why those who can and want to go to school should be denied the privilege. Let some of the teachers be dismissed, if necessary, during the summer, and let the classes be consolidated. The School Fund is for the poor as well as the rich. If the child, whose parents can afford to support him, is entitled to six hours' daily tuition in the public schools, surely, the poor boy or girl, who has to work during the day for his or her own

support, is equally entitled to two hours' instruction, at the very moderate expense entailed by the Evening Schools.

This is true for those under eighteen years old. Those over that age need no such appeal in their behalf. Their dollar a month, in some classes, almost pays the salary of their teachers. Money in the pocket is always fashionable; and a school that almost supports itself is surely economical, and ought to be popular.

But if the Evening Schools are continued the year around, there will be no need of doing away with teachers—without it is, perhaps, at the Industrial School. * * * * * * * *

A word to the teachers of this department, in closing:

Because your work is in the night time, yours' are not necessarily "deeds of darkness." You, generally, teach the last school to which your pupils will ever go. The force you apply to their minds is an accelerated one; and you are not a little accountable for the direction in which it is sent. You may have earned something more than your salary, if, in the short time you have had to do with your scholars, you have shown them that the life of books, and the lamp light of the wise are a higher good than the caravansary existence of groggeries and street corners.

Let teachers and pupils, then, go forth from here to-night with a realizing sense of their own responsiblities, and in the shadow of the great spirits of those who have trimmed their lights in garrets, and left the world better for their toils.

SHIPS AT SEA.

I HAVE ships that went to sea
More than fifty years ago;
None have yet come home to me,
But are sailing to and fro.
I have seen them in my sleep,
Plunging through the shoreless deep,
With tattered sails and battered hulls,
While around them screamed the gulls,
Flying low, flying low.

I have wondered why they stayed
From me, sailing round the world;

And I've said, "I'm half afraid
That their sails will ne'er be furled."
Great the treasures that they hold,
Silks, and plumes, and bars of gold;
While the spices that they bear,
Fill with fragrance all the air,
As they sail, as they sail.

Ah! each sailor in the port
Knows that I have ships at sea,
Of the waves and wind the sport,
And the sailors pity me.
Oft they come and with me walk,
Cheering me with hopeful talk,
Till I put my fears aside,
And, contented, watch the tide
Rise and fall, rise and fall.

I have waited on the piers,
Gazing for them down the bay,
Days and nights for many years,
Till I turned heart-sick away;
But the pilots, when they land,
Stop and take me by the hand,
Saying, "You will like to see
Your proud vessels come from sea,
One and all, one and all."

So I never quite despair,
Nor let hope or courage fail;
And some day, when skies are fair,
Up the bay my ships will sail.
I shall buy, then, all I need—
Prints to look at, books to read,
Horses, wines, and works of art—
Everything except a heart
That is lost, that is lost.

Once when I was pure and young,
Richer, too, than I am now,
Ere a cloud was o'er me flung,
Or a wrinkle creased my brow,
There was one whose heart was mine;
But she's something now divine,
And though come my ships from sea,
They can bring no heart to me
Evermore, evermore.

Selected.

Department of Public Instruction.

PROCEEDINGS OF THE STATE BOARD OF EDUCATION.

San Francisco, April 13th, 1866.

In response to the call of the Superintendent of Public Instruction, the State Board of Education met at the office of the State Superintendent, on Friday, April 13th, 1866. At one o'clock, P.M., the meeting was called to order by Superintendent Swett, who nominated John C. Pelton, of San Francisco, for President, *pro tem.*, who was unanimously elected. On the roll being called, the following members answered to their names: Swett and Pelton, of San Francisco; Cottle, of San Joaquin County; Hatch, of Sacramento County; and Minns, of San Francisco, Principal of the State Normal School. Absent—Governor Low, and Tonner, of Santa Clara County.

The oath of office was then administered to the members, when the regular order of business was taken up. The following communication from Superintendent Swett was then read.

State of California, Dep't of Pub. Instruction,
San Francisco, April 13th, 1866.

State Board of Education:

Gentlemen: In accordance with the provisions of Section 1, of the Revised School Law, I hereby present for your confirmation, as elected members of the State Board of Education, the names of J. M. Sibley, of the town of Sonoma, County of Sonoma, and Samuel I. C. Swezey, of the City and County of San Francisco—both holders of State Educational Diplomas. Mr. Sibley is a graduate of Yale College; he has been for many years successfully engaged in teaching in the public schools of this State, and now represents a county having the largest number of school children in the State next to San Francisco.

Mr. Swezey is a graduate of the New York State Normal School, was engaged as a teacher many years prior to coming to this State, and since his arrival here has been constantly engaged in educational labors, as one of the Editors of the CALIFORNIA TEACHER, without any compensation whatever.

In consideration of his valuable services in this most important field, and also for his eminent fitness to act as a Trustee of the State Normal School, I feel that I cannot present a more fitting candidate, nor one more deserving of the honor.

Very respectfully,

JOHN SWETT,

Supt. Pub. Instruction.

Mr. Sibley and Mr. Swezey were unanimously elected, took the oath of office, and were invited to seats in the Board.

On motion of Mr. Cottle, of Stockton, it was unanimously

Resolved, That the Secretary of the Board be instructed to request the Secretary of State to furnish the Board with a Record Book and stationery needed for use of the Board.

The School Law, in committee of the whole, was then taken up and discussed at length. On motion of Mr. Swett, the course of study recommended in the First Biennial Report of the Superintendent of Public Instruction of the Public Schools of this State, was taken up, and after discussion was referred to a standing committee, consisting of Messrs. Minns, Pelton, and Swezey, to report at the next meeting of the State Board. All members of the Board were invited to make written suggestions and criticisms to the committee during the time prior to the next meeting. The subject of rules and regulations for the government of schools was taken up for discussion and referred to a standing committee, consisting of the State Superintendent, Mr. Sibley, and Mr. Cottle.

On motion of Mr. Swett, Mr. Minns was invited to make any suggestions he might deem proper in regard to the State Normal School. In compliance with this invitation, Mr. Minns suggested the propriety of dropping from the school any scholar who fails to be promoted in two terms. He recommended that there should be but one time during the year at which Diplomas to the Normal School graduates should be granted. In referring to the Model

School, he spoke at length on its merits and usefulness, and thought it indispensable to the success of the State Normal School. The Board, on the motion of Mr. Sibley, of Sonoma, then adjourned to meet at 7½ P.M.

The evening session of the State Board of Education was called to order by Mr. Swett, who nominated as President *pro tem.* of the Board, Mr. Samuel I. C. Swezey, whose nomination was unanimously confirmed. The roll being called, the following members answered to their names, Swett, Minns, Sibley, Hatch, Cottle, and Swezey.

On motion of Mr. Swett, it was made the duty of each member of the Board to prepare a suitable list of one hundred books for a school library, to be presented at the next meeting.

A resolution was adopted instructing the County Boards and State Board of Examination to allow a number of credits, not to exceed twenty-five, for each of the following branches—for success in *teaching*, *drawing*, *calisthenics*, and vocal or instrumental music —as provided in Section 92, of the Revised School Law.

On motion of Mr. Cottle, Barnard's School Architecture, and Johonnot's Country School Houses, were adopted as the official works on School Architecture, to be purchased by County Superintendents, in compliance with the provisions of Section 22, of the Revised School Law.

The proof-sheets of Clarke's New Geography were examined at length, and the members of the Board requested to report at the next meeting. On motion of Dr. Hatch, the CALIFORNIA TEACHER was unanimously adopted as the official organ of Eduation in this State, in accordance with Section 84, of the Revised School Law.

The Board then adjourned, to meet at State Superintendent's Office, at one o'clock, P.M., June 6th, 1866.

THREE MONTHS' SCHOOL.—In consequence of the closing of the school year in June, instead of August, as formerly, if any District should fail to keep the three months required in order to secure the State apportionment of School Fund, they will necessarily be excused from the application of the penalty.

PROCEEDINGS OF STATE BOARD OF NORMAL SCHOOL TRUSTEES.

SAN FRANCISCO, April 13th, 1866.

The State Board of Education, having adjourned, resolved itself into the State Board of Normal School Trustees, and proceeded to the transaction of business, with Mr. Swezey in the chair. Mr. Swett presented the following communication from Mr. Geo. W. Minns, which was read:

SAN FRANCISCO, April 13th, 1866.

To the Trustees of the State Normal School:

GENTLEMEN. Intending at the close of this term to visit my Eastern home, I ask leave of absence for five months. I also state that I am not a candidate for reëlection, unless the salary of the Principal of the Normal School shall be established at $3,000 a year.

Respectfully, your obedient servant,

GEORGE W. MINNS.

Mr. Swett offered the following resolutions, which were unanimously adopted:

Resolved, That George W. Minns, Principal of the State Normal School, agreeably to his request, be granted leave of absence for five months, after the first of July next, for the purpose of visiting the Eastern States.

Resolved, That the thanks of the Board of State Normal School Trustees be tendered to Mr. George W. Minns for the able manner in which he has discharged the duties of Principal of the State Normal School during the past year, and that the Secretary of the Board be instructed to present him with a general letter of introduction to Eastern educators, expressive of their high appreciation of his educational services in this State during the past ten years.

Resolved, That the salary of Mr. Minns be audited for the month of June, for the sum of two hundred and fifty dollars.

Resolved, That H. P. Carlton be promoted to the Principalship of the State Normal School, during the absence of Mr. Minns, at a salary of twenty-five hundred dollars per year.

Resolved, That Miss E. W. Houghton be promoted to the position made vacant by the promotion of Mr. Carlton, at a salary of thirteen hundred dollars per annum.

Resolved, That the Executive Committee be authorized to secure the services of a competent female teacher for the position made vacant by the promotion of Miss Houghton.

Messrs. Swett, Swezey, and Pelton were then appointed an Executive Committee for the State Normal School, with full powers to act for the Board.

On motion of Mr. Swett it was decided to close the present term of the State Normal School on the seventh of June, 1866.

It was then moved and seconded that the Executive Committee be instructed to prepare the details in reference to the examination and closing of the State Normal School; *passed.*

The Board, having no further special business on hand, adjourned, to meet at State Superintendent's Office at one o'clock P.M., June 6th, 1866.

TAKE NOTICE.—Trustees who are in debt, and teachers, to whom Trustees are indebted, at the close of the school year, in all cases where there is no money to the credit of the District, will bear in mind the provisions of Section 40, Revised School Law, by which the people can vote a tax, not exceeding five cents on a hundred dollars, at the annual school election, without advertisement or notice, other than the regular election notice for the election of trustees.

CONNECTICUT.—By order of the last State Legislature a State Board of Education was created, consisting of the Governor, Lieutenant Governor, and four other persons appointed by the General Assembly for the term of four years. The Board has control of all the Schools of the State, adopts text-books, manages the State Normal School, and elects a Secretary who performs the duties of State Superintendent.

STATE NORMAL SCHOOL.—This institution will close on the seventh of June. The exercises of the graduating class will be held in Lincoln Hall. Mr. Minns, the Principal, goes East on a visit, having been granted a leave of absence for five months. The pupils of the school and the teachers of the city will unite in giving him a complimentary party on Friday evening, June 8th, in the Hall.

INDIANA.—This State has passed a law establishing a State Normal School.

LINCOLN MONUMENT FUND.

COUNTIES.	DISTRICT.	TEACHER.	AMOU'T.
Amador.	Forest Home	V. E. Thurber	$ 3 00
Butte.	Bangor	H. N. Nutting	2 00
"	Upham	H. C. Church	2 80
"	Chico Primary	C. L. Stillson	5 00
"	Chico Grammar	R. H. Allen	5 00
"	Oroville Primary	Celia S. Murray	5 00
"	Oroville Grammar	I. Upham	6 00
Calaveras.	Mokelumne Hill	Mrs. Kent .60....	
"		Mrs. Stevenson .50....	
		W. C. Mosher .50....	7 50
El Dorado.	Georgetown	Mrs. E. Thurston	6 00
"	Mosquito	V. C. Pease	2 50
Placer.	Virginia	Charles Bradbury	3 50
"	Todd's Valley	Mrs. Holmes	2 50
Sacramento.	Pleasant Grove	S. C. Stevens, $2.00	7 30
"	American River	A. H. McDonald	2 50
"	Davis'	Mrs. D. C. Pollard	1 50
"	Natoma	Miss M. Ellis	4 50
"	Primary, No. 5	Hattie Osborne	5 20
"	Primary. No. 1	Mrs. Gardiner	9 40
"	Primary, No. 6	Mrs. Chamberlain	5 45
San Francisco.	Girls' High School	Ellis Holmes	6 00
"	Boys' High School	Theo. Bradley	5 90
"	Model School	Mrs. Stout	11 50
"	Spring Valley	B. Marks	22 30
"	Rincon	E. Knowlton	75 00
"	State Normal	George Minns	40 00
"	Fourth and Clary	Mrs. L. A. Morgan	50 55
"	Washington Grammar	James Stratton	33 75
"	Powel Street Primary	Miss C. Price	32 00
"	Mission Grammar	A. Holmes	79 50
"	Union Primary	Mrs. Griffith	40 80
"	Greenwich Street Primary	Kate Kennedy	22 30
"	Lincoln Grammar	Ira G. Hoitt	100 00c*
"	Ira G. Hoitt		10 00c*
San Joaquin.	Salem	S. Hussey	5 00
"	Lockford	Miss. C. S. Mills	4 35
"	Stockton	Miss F. H. Moore	1 00
"	Stockton	Mrs. S. G. Chamberlain.	5 00
"	Wells	E. B. Sherman	1 35
"	Live Oak	L. Rice	7 00
"	Wood's District	W. K. Leadbeater	3 90
Santa Clara.	Mayfield		9 00
"	Hester		1 25
"	Hamilton		4 25
"	Cambrian		3 25
"	Santa Clara	Teachers' names not giv'n	20 00
"	New Almaden		8 00
"	Three Teachers, San José.		13 14
"	Jackson		2 00
"	Hill		6 00
Santa Cruz.	Pajaro Grammar	Wm. White, $4	7 50
"	Pajaro Primary	Ada Bailey, $2	4 10
"	Soquel		5 00c*
"	Santa Cruz, No. 1		15 00
Sierra.	Downieville Grammar	Noah Flood	2 90
"	Downieville Primary	R. Street, $1.20	4 00
"	Sierraville		7 50
"	Union Primary	A. M. Phalin, $4	8 00
"	Goodyear's Primary	Miss Hatch	2 15
"		Miss Hatch	10 00c
Tulare.	Tule River	L. Beardsley	6 00
Yolo.	Plainfield	R. Davidson	3 00

State Normal School Report—for the four weeks commencing February 10th, and ending March 9th—

Whole attendance during the month	93
Whole attendance of females	83
Whole attendance of males	10
Average daily attendance	82
Number admitted	5
Whole number of counties represented	21
Number in the Senior Class	27
Number in the Junior Class	39
Number in the Sub-Junior Class	27

State Normal School Report—For the four weeks commencing March 13th, and ending April 7th.

Whole attendance during the month	93
Whole attendance of females	82
Whole attendance of males	11
Average daily attendance	71
Number admitted	3
Whole number of counties represented	19
Number in Senior Class	28
Number in Junior Class	38
Number in Sub-Junior Class	27

In the Training School there are 149 girls, and 101 boys, 250 in all, divided into four classes. The average number belonging is 233, and the average daily attendance is 217.

School Law.—The Trustees having been supplied with copies of the Revised School Law, through the pages of the Teacher, no official edition will be published by the Department of Instruction until July next. This delay is made for the purpose of publishing, in connection with the School Law, the course of study, rules, and regulations, and list of library books to be adopted by the State Board of Education; also, forms of blanks, and suggestions on school architecture. County Superintendents will bear in mind that no orders for School Law can be filled until July next.

Ohio.—Hon. E. E. White, State School Commissioner of Ohio, retired from his office in February last, and takes charge of that most excellent journal, the *Ohio Educational Monthly*.

Report of State Superintendent.—Two pamphlet copies of the First Biennial Report of the State Superintendent have been mailed from this Department to each County Superintendent, and one bound copy for each Superintendent's office. One copy has been sent to the "District Clerk" of each Board of Trustees, which is to be placed in the District School Library when the library is organized. Copies have been sent to the live teachers who subscribe for the California Teacher, and whose address is known. More than two thousand copies have already been sent from this office. Any teachers who are desirous of obtaining a copy will address the State Superintendent.

Official Blanks.—The annual supply of blanks for Superintendents, Trustees, and Teachers will be sent from this Department on the first of May, if it is possible for the State Printer to have them in readiness at that time. These blanks are as follows: Annual Report of County Superintendent, Trustees' Report, Teacher's Report, Census Marshal's Report, Trustee's Certificate of Election, Appointment of School Trustee, Teacher's Contract, Oath of Allegiance, Appointment of Census Marshal, Trustees' Warrant Book, Superintendent's Warrant Book, Teacher's Certificate. All these blanks have been changed to correspond to the Revised School Law, and no further use will be made of the old blanks and forms.

County Boards of Examiners.—We call the attention of County Boards to several important changes in relation to the examination of teachers. See Sections 90, 91, 92.

Change of School Hours.—Teachers and Trustees will conform at once to the provisions of Section 61, which limit the school session for children under eight years of age to *four hours* a day, exclusive of the intermission at noon. The morning and afternoon "recesses" are not properly included under the term "intermission." The little ones will clap their hands over this section of the law, which humanely steps in to protect their rights.

Indian Children.—By the provisions of Section 56, of the Revised School Law, Half-Breeds, and Indian children who live under the guardianship of white persons, may be admitted to school by a majority of the School Trustees.

Apportionment of State School Fund.—There will be no July apportionment of State school money, as the school year ends on the thirtieth day of June. The Revised School Law provides for one annual apportionment, which will be made in February of each year.

State School Registers.—The last edition of School Registers is exhausted, and a new one has been ordered, which will not be finished before the tenth of May. All County Superintendents will send in their orders at that time.

School Year.—Trustees and Teachers will bear in mind that the present school year will end on the thirtieth day of next June.

Resident Editors' Department.

VALUABLE COMMUNICATION.—The following paper from our friend, Mr. Chuncle, has relieved the monotony of our sanctum since we had the pleasure of greeting the world last; and as he says some things that are true, albeit our editorial dignity is too elevated to permit our saying the same ones, we insert his words in full.

"There's that old 'TEACHER' again! I wonder how many brilliant essays on "Arithmetic, Grammar, and Geography it contains this time. It's just like the rest of "them; I'd rather read a novel of the yellow-cover kind. In fact, I never do read it, "and I feel quite sure that I have not lost anything by throwing it aside."

Quite right, my pretty little schoolmarm, you havn't lost anything; for the stuff dealt out in an educational journal isn't intended for your sort.

You are right again in your preference for the yellow-covered literature; that *is* intended for your kind, and the mistake is not in its coming to you, but in your being where you are likely to receive it.

But be patient, keep your nose (to the Printer—Don't let this word end the page or line if you can possibly help it) less elevated, cultivate those enchanting ringlets, and in due time you will be relieved from the duty of reading such unprofitable trash by some soft-headed young gentleman with pink eyes and black kids.

"I don't see why an educational journal can't be made as interesting as *Harper's* "*Monthly*, or *Blackwood's*, or any other magazine. I very seldom see anything worth "reading in these 'Teachers,' and when I do, I can't help thinking that it got in by "accident."

The principal reason, my dear sir, why educational journals are so uninteresting is that men of your ability and brilliancy cannot be persuaded to conduct, or to write, for them. There cannot be any doubt that if *you* could be prevailed upon to edit a "Teacher" it would be as interesting to the occupant of a law office or machine shop as to that of a school house.

You should not measure the commonality by yourself. You *always* knew what the great mass of teachers are only just finding out; but inasmuch as your extraordinary modesty prevents you from promulgating your knowledge until everybody gets it from these slow educational journals, you should not find fault with our plodding editors and writers who, although they do *nothing* in comparison with what *you* could do, still do all that is done in the way of spreading educational intelligence, as fast as they attain it in their slow way.

"A point of grammar discussed; an article on teaching percentage; a homily on "moral influence; and some book notices and personal affairs: this is about all I ever "see in an educational journal, and those more important, because more comprehensive, "matters that underlie our whole work, seldom greet me from its pages."

Just like you, sir, exactly. Let me jog your memory a little. When the vote on the

question of a new school house was taken, who, because one vote wouldn't amount to anything anyhow, staid away from the polls and let the stingy and indifferent crowd defeat the measure? The redness of your face answers the question plainly. When the matter of keeping the schools of this district open ten months instead of only six, depended upon a committee of three, who, because talking wouldn't do any good, studiously kept away from Brown and Tompkins of the committee, with whom he was well acquainted, who had great confidence in him, and who afterwards confessed that they decided against the ten months' measure because they thought that even Blank, a teacher, was indifferent about it? You needn't talk; your answer overspreads your countenance and can be plainly read. Who, because he knew that everybody had his mind all made up, refused to give the Committee on Text Books the strong points in favor of his favorite series, when that committee was perfectly willing to make a change and has ever since (except four months in the year) been fretting and fuming over inferior books that "actually do more harm than good?" Who— What! heard enough, have you? Well, I'll let you off with these few reminders, but not without a little advice. Count yourself a man. Imagine you have a *little* influence with everybody you know. Understand that excess of modesty is folly and indifference, wicked. Do your part. Express your opinions. Encourage the friends of education, and furnish them with arguments. Talk to the enemies of public education and make them hate you and call you a fool. Study points pertaining to your profession, and give the results to your fellow teachers through your State journal. In short, do your whole duty.

D. U. T. Chuncle.

Rincon School, Thursday Morning, March 1st, 1866.

Hon. John Swett or Saml. I. C. Swezey, Esq.—

Dear Sir: In the Teacher's report of the Lincoln Monument Fund from Rincon School, some one blundered in the column of "grades." It should read:

Room.	Grade.	Teacher.	Number.	Dimes.	Amount.
1....	1....	Mr. Knowlton.....	23.....	25.....	$2 50
2....	1....	Miss Thompson.....	33.....	33.....	3 30
3....	2...	Mr. Littlefield.....	52.....	52.....	5 20
4....	3....	Miss Lynch.....	50.....	50.....	5 00
5....	4....	Miss Benjamin.....	55.....	55.....	5 50
6....	4....	Miss Stowell.....	54.....	54.....	5 40
7....	4....	Miss Hobart.....	55.....	55.....	5 50
8....	5....	Miss Phillips.....	67.....	70.....	7 00
9....	6....	Miss Dore.....	54.....	54.....	5 40
10....	6....	Miss Easton.....	52.....	52.....	5 20
		Teachers.....	.....	.....	10 00
		Total.....	.....	.....	$60 00

Please make the earliest and best correction possible.

Very truly yours,

Ebenezer Knowlton.

Roll of Honor.—In the Live Oak School District, Butte County, the following scholars have distinguished themselves for high standing in classes and unexceptional deportment. W. H. Davis, Clayburn Bishop, G. W. Ledbetter, R. Quimby, H. Quimby, Mary A. Davis, Mary Rollins, Martha Osborne, Amanda Sliger, Dora Posey. In reply to the question asked by the teacher of this school, we would say that the California Teacher cannot be supplied from the commencement. We have a few sets of Vol. II still on hand, which can be furnished for one dollar, postage paid.

Changes.—Prof. Carlton, whose promotion to the Principalship of the State Normal School, during the absence of Prof. Minns, is noticed in the Department of Public Instruction, has well earned the distinction conferred upon him by the Board of Normal School Trustees. For nearly three years past he has been the vice Principal of the Institution, and during all that time has been eminently successful in his department. The promotion will be none the less acceptable to Prof. Carlton, we presume, on account of its being a "surprise" to him. His well-known modesty would have forbidden his seeking the honor.

William D. Walker, formerly of Watsonville, has accepted the principalship of the Public School at Monterey. We trust he may long continue to do honor to old Dartmouth in his position there.

School Law.—President Lucky, of the Pacific Methodist College, suggests that the Revised School Law be issued with the Constitutions of this State and the United States, in book form, for use as a text-book in the various schools, public and private, in the State. Inasmuch as the School Law is one of the subjects required of teachers by all the Boards of Examination, the suggestion seems a valuable one. Which of our publishers will act upon it? In the Pacific Methodist College alone, from four to five dozen copies would be needed at once.

Tuthill's History of California.—We are permitted to announce that this volume, which is to be sold only by subscription, will soon be published by Messrs. H. H. Bancroft & Co. It is a substantial volume of 657 pages, and will at once take rank with first class historical works of the day.

The Revised School Law.—We furnished our readers last month with the new School Law, in full, but had no room for comments. A brief sketch of its history in the Legislature may be of some interest. The Committees on Education were constituted as follows.

Senate—Leonard, of Calaveras; Shaw, of San Francisco; Benton, of Sacramento, Lovett, of Monterey; Jones, of Trinity.

Assembly—Hunt, of Santa Clara: Ayers, of Calaveras; Tilden, of Butte; Bugbee, of San Francisco; Peterson, of Los Angeles.

Early in the session the State Superintendent submitted a series of amendments to the committees in joint meeting which were approved, and the entire School Law was then referred to the Superintendent for revision and codification. This involved a month's work. The bill was then introduced from Committee by Mr. Leonard, ordered printed, and passed without material modification or amendment by the following vote.

Ayes.—Messrs. Benton, Bradley, Cunningham, Ewer, Hale, Johnson, Jones, Kutz, Leonard, Lovett, Maddox, Meyers, Robinson, Smith, Teegarden, Tubbs, Tuttle, Wadsworth, Wolcott, Wright—20.

Noes.—Messrs. Rose, Rush—2.

The only opposition to the bill in the Assembly was concerning Section 58, relating to the admission, in exceptional cases, of colored children into public schools.

Santa Clara College.—We give in this number a fine wood-cut of this flourishing institution. Our journal is devoted mainly to the interests of the public schools of this State; but we desire, at all times, to disseminate information concerning all institutions of learning, whether public or private, sectarian or unsectarian.

This institution, under the direction of the Fathers of the Society of Jesus, is pleasantly situated in the town of Santa Clara, near the city of San José, in the San José Valley. It was founded in eighteen hundred and fifty-one, and incorporated in eighteen hundred and fifty-five. The buildings are extensive, and all the interior arrangements are of the most approved modern style of school architecture. The total value of the buildings, including land, furniture, and apparatus, cannot be estimated at less than two hundred and fifty thousand dollars. The philosophical apparatus is exceedingly fine. The chemical laboratory is very extensive, including furnaces for assaying. The museum of natural history embraces a full mineralogical cabinet, three thousand specimens of shells, and other natural curiosities. Attached to the scientific department is a photographic gallery, and practical lessons are also given on the electric telegraph. The physical comfort of the students is provided for by a fine gymnasium, extensive play-grounds, a large bathing pond, and well-ventilated dormitories. The plan of instruction embraces a classical and a scientific course.

FACULTY AND OTHER OFFICERS.

Very Rev. A. Masnata, S.J., President, Prefect of Studies.

Rev. Jos. Caredda, S.J., Vice President, Chief Disciplinarian, Prefect of Classes.

Rev. M. Accolti, S.J., Professor of Divinity, General Jurisprudence, Science of Government, etc.

Rev. J. Cataldo, S.J., Professor of Logic, Metaphysics, and Ethics.

Rev. A. Varsi, S.J., Professor of Natural Sciences.

Rev. F. Veyret, S.J., Professor of Mathematics, Astronomy, Arithmetic, and Spanish.

Rev. E. Young, S.J., Professor of English Literature and Eloeution.

Rev. E. M. Nattini, S. J., Professor of the Preparatory Department.

Rev. P. Taffo, S.J., Professor of Ancient Languages.

Rev. S. Traverso, S.J., Professor of French.

Rev. G. Mengarini, S.J., Treasurer.

Rev. A. Maraschi, S.J., (at St. Ignatius' College, Market Street, San Francisco) General Agent.

Rev. J. Nesi, S.J., Chaplain.

Rev. F. Sullivan, S.J., Rev. F. Prelato, S.J., Messrs. P. A. Barcelloz, S.J. J. Isolabella, S.J., V. Testa, S.J., J. Pinasco, S.J., C. Galliano, S.J., D. Raganti, S.J., J. Mahoney, S.J.: Assistant Professors and Disciplinarians.

Mr. J. Paseal, Professor of Mathematics, Bookkeeping, German, Drawing, and Violin.

Mr. J. Lawrie, Professor of Piano.

Mr. E. Pomeroy, Assistant Professor of Piano.

Mr. L. Fernandez, Professor of Penmanship.

Dr. H. H. Warburton, Attending Physician.

Mr. Boggio, Infirmarian.

Great Business.—We cut the following from the New York "Round Table," concerning one of the most liberal, enterprising, and successful publishing houses on the continent.

The average annual sales of Ivison, Phinney, Blakeman & Co.'s educational publication, during the past three years, have been as follows.

Spellers and Readers	over 1,000,000 copies.
Mathematical text-books	350,000 "
Geographies	100,000 "
French and German text-books	40,000 "
Book-keeping	about 20,000 "
Scientific works	50,000 "
Spencerian copy-books	50,000 dozen.

Since the first edition was published, they have sold of

Sanders' Spellers and Readers	20,000,000 copies.
Robinson's Mathematics	2,000,000 "
Colton's Geographies	1,000,000 "
Fasquelle's French and Woodbury's German series	500,000 "

Removal.—The office of the Superintendent of Public Instruction has been removed to No. 302 Montgomery Street, north-east corner of Pine, third floor, Nos. 5 and 6. Office of the California Teacher at the same place.

"The Western Pulpit."—We have received Nos. 1 and 2 of a monthly under this title, published at Chicago, by Rev. R. F. Shinn, at one dollar and twenty-five cents per year, and "devoted to the purity and power of the Ministry, and the spiritual improvement and harmony of all Christian believers." It contains thirty-two pages, and is edited by five clergymen, representing five different denominations. We fear it would not be possible to sustain a periodical of this kind on the Pacific coast, since our people find too little time to read sermons; but we hope in what the Atlantic citizens are accustomed to call the Great West—whereof Chicago is the great center—there may be found thousands of readers for "The Western Pulpit."

Orthography.—The following knotty words, we are informed, were thus spelled—or misspelled—by candidates for teachers' certificates at an examination held within a year: Kerfew, cocko, receit, neice, Connetecut, letice. Sanwakein, quninary, aequaduct, phisitious, wepeon, cerloin, phraiseology, deceavor, boulion, milionary, chrockidile, synegouge, kerfiew, precipic.

We have also the following definitions: Bludgeon, "a murderer;" phraseology, "reference to the head"—"a disease;" bullion, "beef,"—"an iron tool."

The number of certificates issued to these candidates for the office of teacher, is not reported to us.

The Sunday-School Teacher.—No longer can it be said that the children of this world are wiser, at least in all respects, than the children of light: for, the wise men of Chicago have started a monthly journal, in form and plan re-

sembling the monthly journals of education, devoted to the interests of the Sunday School. We have been exceedingly pleased with the first three numbers, recently received. They contain carefully written Sunday School lessons, choice articles upon the management and objects of the Sabbath School, new and excellent music for the children, and, in short, everything that a wide-awake Sunday School teacher wants. We extend the right hand of fellowship to our spiritual and spirited contemporary at Chicago, and hope that the publishers, Messrs. Adams, Blackmer & Lyon, may receive hosts of subscribers, as they ought, at the low price—one dollar and fifty cents per year—for which they send their "Teacher."

And now that we are speaking of Sunday Schools, we may fitly acknowledge from the same house at Chicago, "The Sunday School Teachers' Institute," by Rev. J. H. Vincent. This is a stiff-covered pamplet of thirty-six pages, containing full directions about the institutes which our friends at the East are establishing for the training of Sunday School Teachers, on a plan corresponding with our County and State Institutes for Public School Teachers. For the purpose designed the little work seems admirably adapted.

West Virginia.—The Second Annual Report of Hon. W. R. White, State Superintendent, is before us. There are one hundred and thirty-three school houses in the State, valued at $40,341 75. Of these eight are in Wheeling. The average value of school houses, including those in Wheeling, is $303; excluding them it is less than $63. "The people exhibit a willingness to shoulder the burden, heavy as it is, of displacing these relics of an effete social and political era, by such buildings as shall be an index of their appreciation of education. They ask for the authority, strictly in accordance with the genius of our republican institutions, to erect at public expense, and by public consent, these buildings so conducive to public good." Mr. White receives the California Teacher regularly, and says: "The visits of the California Teacher, the *School Monthly*, and the *New York Teacher* have been most welcome and instructive." The report is an able one, and is gladly welcomed in our editorial office.

The Criterion, or The Test of Talk about Familiar Things. A series of Essays by Henry T. Tuckerman. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 397.

Familiar things presented in a delightful manner. This series of essays is well written; the author evidently understands the topics he has chosen—and he has expressed his thoughts so well that they cannot help gaining many readers.

The above paragraph was written by an accomplished lady teacher in the San Francisco Public Schools. It were presumption, therefore, for the Resident Editor to enlarge upon the merits of "The Criterion," or to do more than whisper his conviction, if he has any, that these essays are hardly equal in felicity of style and richness of original thought to some of the other writings of Mr. Tuckerman.

PRINCIPLES OF EDUCATION, DRAWN FROM NATURE AND REVELATION, AND APPLIED TO FEMALE EDUCATION IN THE UPPER CLASSES. By the author of "Amy Herbert." New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 476.

It is very rarely that we meet a volume of this character upon education. Miss Sewell refers all principles directly or indirectly to the Bible. The devotion of her life to the work of practical instruction has given ample opportunity to test the excellence and the power of her standard; and while there will be plenty of teachers who cannot read the book through, there are others to whom it will impart new efficiency in their weary toils. There is no attempt here to give details of school-room routine. The authoress has sought rather to impress upon parents a due sense of the responsibilities imposed upon them by the gift of children, and the spirit in which these responsibilities should be met. At times the thought set forth is clothed in words of singular beauty. We venture the opinion that the parents and the teachers who carefully read this volume, will resume the duties of training the children with a more fitting sense of the real position occupied, and a deeper solicitude concerning the results of their labors, than they ever felt before.

A TEXT BOOK ON PHYSIOLOGY; for the use of Schools and Colleges: being an Abridgment of the Author's larger work on Human Physiology. By John Wm. Draper, M.D., LL.D. New York: Harper & Brothers. San Francisco: A Roman & Co. pp. 376.

Having read most of the larger work of which this is an abridgment, we were before acquainted with some of the peculiar views of this distinguished author, in regard to the subject of Physiology. This work adapted, or intended to be adapted, for schools, contains substantially the same views in brief.

We have been accustomed to teach the doctrine of the circulation of the blood, in accordance with the theory of Harvey, a venerable authority. But Dr. Draper very squarely announces, that the doctrine does not explain the conditions, and, as to causes, is not true. He substitutes his doctrine of electrical capillary attraction, and illustrates it, at considerable length, in the larger work. There are several other new topics, or topics treated in a new and original manner, which make his book very attractive to the student, whether the views are accepted or not. The investigations are profound and well stated, and merit attention from all. His original views upon this and other scientific subjects have made his name familiar to all students in this country and in Europe. Other topics, not found in ordinary text books on Physiology, are "coagulation of blood, action of the skin (new views), function of the nerve vesicles and their electrical analogies, function of the sympathetic nerve (but briefly treated in most authors), explanation of the cochlea and semi-circular canals in the auditory apparatus, the theory of vision, and the theory of muscular contractions," etc., etc.

These new methods of treatment have made these volumes exceedingly interesting to us, as, doubtless, they will to others. In our own estimation, however, the Chapter on Reproduction should not be included in a text book for schools, where subjects come up for free discussion in mixed classes of both sexes. But others may think differently. C.

SPENCERIAN KEY TO PRACTICAL PENMANSHIP. Prepared for the "Spencerian authors" by H. C. Spencer. New York: Ivison, Phinney, Blakeman & Co. San Francisco: A. Roman & Co. pp. 176.

As the Spencerian System of Penmanship is among systems of chirography, so is the outward appearance of this volume, compared with ordinary books. It is very beautiful to look upon, and full of valuable suggestions to teachers. Our printers would certainly have recommended it to the Resident Editors of the TEACHER, with sundry hints concerning the importance of thoroughly studying it, had the said printers been blessed with the opportunity of doing so. Then, too, if their advice had been followed would the proof-sheets have been less full of errors, caused, as they unfeelingly assert, by the peculiarities of our editorial penmanship. Let the readers of the TEACHER examine the Spencerian Key; so shall they be likely to pass the scrutiny of the State and County Boards of Examination with greater honor to themselves, and greater ease to the Members of the Boards.

SNOW BOUND. A Winter Idyl. By John Greenleaf Whittier. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 52.

The most charming poem we have met for many a day. It sweeps away from the mind all the dusty present, revealing only the impressions left in the childhood days, in the dear old country home. On this Pacific shore, far off from the scenes Mr. Whittier describes so pleasantly, and where there is no falling snow to bring the memory of the early days, the closing words of the poem have had their fulfilment.

"Yet, haply, in some lull of life,
Some Truce of God which breaks its strife,
The worldling's eyes shall gather dew,
Dreaming in thoughtful city ways
Of winter joys his boyhood knew;
* * * * *
And thanks, untraced to lips unknown,
Shall greet him like the odors blown
From unseen meadows newly mown,
Or lilies floating in some pond,
Wood-fringed, the wayside gaze beyond;
The traveler owns the grateful sense
Of sweetness near, he knows not whence,
And, pausing, takes with forehead bare
The benediction of the air."

LITERATURE IN LETTERS; or Manners, Art, Criticism, Biography, History, and Morals, illustrated in the correspondence of eminent persons. Edited by James P. Holcombe, L.L.D. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 520.

This handsomely published book is made up, as indicated by its title, from select letters of various persons more or less known in the literary world, and affords an opportunity for the reader to obtain information on a great variety of subjects. The plan of the volume embraces six great divisions, or books, viz: Letters of Gossip, Society, and Manners in Letters, containing forty-four letters; Pleasantry, Sentiment, and Fancy, fifty-five letters; Sketches of Nature, Art,

and Travel, eighteen letters; Public History, twenty-five letters; Literary Biography, Anecdote, and Criticism, thirty-two letters; Moral and Devotional Reflection, twenty-three letters. Thus we have one hundred and ninety-seven letters, covering a large field of thought. The work is therefore a pleasant one, and while nobody would think of sitting down to read it through in course, it is certain that any one may find in its pages ample entertainment for the spare moments that are too few for work and too many for idleness.

A Noble Life. By the author of John Halifax, Gentleman; Christian's Mistake, etc., etc., *Fiat Voluntas Tua*. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 302.

Those who have read Miss Muloch's former works, will require no invitation to acquaint themselves with her new book, which sustains her well-earned reputation. The hero of the story is a young Scottish nobleman, the last of his illustrious race, deformed, and through physical suffering rendered almost helpless. Instead of brooding over his own griefs, he forms the noble resolution to devote himself to the good of others. The beauty of such a life is admirably portrayed, and no reader can fail to derive the lesson, that true happiness is only found in going beyond the narrow circle of self, and seeking to bless our fellow men.

The Structure of Animal Life. Six lectures. By Louis Agassiz. New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 128.

Methods of Study in Natural History. By Louis Agassiz. Boston: Ticknor & Fields. pp. 319.

Sea-Side Studies in Natural History. By Elizabeth C. Agassiz and Alexander Agassiz. Boston: Ticknor & Fields. pp. 319.

Natural History. By Sanborne Tenny. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 540.

Mind in Nature; or The Origin of Life, and the Mode of Development of Animals. By Henry James Clark, Adjunct Professor of Zoology in Harvard University. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 315.

It will be noticed at once that the works above mentioned are the productions of authors eminently qualified to write upon the subjects of which they treat. The first consists of six lectures delivered by Prof. Agassiz, at the Brooklyn Academy of Music, the design of which was to indicate the methods of tracing the connection between all created beings, to discover, if possible, the plan according to which they have been created, and to search out their relation to the Great Author. The lectures are of a popular character, full of interesting matter, and abound in happy and lucid illustrations. In the "Methods of Study," the subject is investigated at greater length: it is shown that all living beings, coming, as they do, under one of the grand divisions—Radiates, Mollusks, Articulates, and Vertebrates—are but different modes of expressing these formulæ, and that all animals have, within the limits of their own branch of the animal kingdom, the same structural elements, though each branch is entirely distinct. Another chapter treats of "Alternate Generations," and shows the extraordi-

nary changes which some of the Hydroids pass through in growing. Who would believe, except upon the most eminent authority, that the common white jellyfish of the seashore of New England, "with its silky fringe of tentacles round the margin, its ruffled curtains hanging from the mouth, and its four crescent-shaped ovaries," came from a minute hydra, which went through four different stages before becoming a jellyfish; and the hydra, one animal, hatched from one egg, in process of time, divides into and makes a dozen jellyfishes. Two important chapters on the "Ovarian Egg" and on "Embryology," end the work. We cordially recommend to any living in the vicinity of the ocean, the delightful little book by the wife and son of Professor L. Agassiz, entitled, "Seaside Studies in Natural History." It gives very interesting descriptions of the common objects found upon the seashore. Our seaurchins, anemones, starfishes, etc., are, indeed, not the same species as those on the Atlantic coast, but the general description of their structure and mode of life will apply. The work is exquisitely illustrated. Mr. Tenney has rendered eminent service to the cause of Natural History, by the publication of his "Manual of Zoology," intended to give a general idea of the Animal Kingdom, especially as it is represented in North America. It is very full and accurate. Mr. T. has diligently studied the writings of every naturalist who has treated of the Fauna of North America. We notice that the mammalia and birds of the Pacific coast of the United States are described so far as known.

The work by Professor Clark gives us a detailed account of researches made by him, with the aid of powerful microscopes, into the mode of generation and reproduction amongst the lowest ranks of animate beings. This is by eggs, by budding, and by self division. All animals, from the monad up to man, cannot, in the earliest eggstate, possibly be distinguished one from another. The distinguishable characteristics appear in the process of time and development. In Part Third, Professor Clark shows that the mode of development of an animal corresponds with the type of the division to which it belongs. The investigations of the Professor, directed as they were, to the most abstruse points connected with the peculiarities of animalcules, some of which are so small that that they cannot be discerned, except through a microscope of high magnifying power, demanded the most careful, patient, and protracted observations. Agassiz says: "People are not generally aware of the difficulty of microscopic observations, or the amount of preparation required merely to fit the organs of sight and touch for the work. There are subjects of microscopic research so obscure, that the student must observe a special diet before undertaking his investigation, in order that the beating of his arteries may not disturb the steadiness of his gaze, and the condition of his nervous system be so calm, that his whole figure will remain for hours in rigid obedience to his fixed and concentrated gaze." From the nature of Professor Clarke's studies, and the success which has attended his investigations with the microscope, we infer that he lives, like an anchorite, on bread and water, and that it is long since he had an affection of the heart. The work is highly recommended by scientific men at home and abroad.

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GEOGRAPHY OF CALIFORNIA.

[CONCLUDED.]

BY CHARLES RUSSELL CLARKE, A. M. *

But, now, let us take up the other great power—the habit of connecting cause and effect. Of its value I cannot think that we need to speak at any great length. In the highest possible matters, the existence of this habit makes the religious man—the absence of it, the irreligious man. It is a habit which, fully indulged, will lead us up above all second causes to the First. In matters of science this habit is so important that the strength of it almost alone decides the rank of the possessor among philosophers and discoverers. But even in the world of business this habit strongly developed is one of the surest guarantees of success and fortune. A patient exploration of causes, a skillful forecasting of effects, a never being satisfied with phenomena, but always going behind them to their springs and beyond them to their issues; this invaluable habit, in many instances, almost alone makes the merchant prince, while the absence of it makes the merchant beggar.

The only question that remains, then, is, How can the habit be quickened in teaching California geography? The question is

* A lecture delivered before the State Teachers' Institute, San Francisco.

easily answered—the pupil will acquire the habit if the teacher will indulge himself in it. This is the point. If the teacher will indulge himself in connecting cause and effect, as he traverses the geographical field, the pupil will soon enough acquire the same excellent habit. I need hardly stop to indicate the principle here involved—it is simply that of the imitative tendency of youth.

We must set the example, then, of exploring causes and following effects if we would have our pupils do the same. But, now, what material can we use to this end?—what classes of geographical facts admit of being thus sifted and analyzed in our studies of California geography? I will specify five: and these are the names of places, the dimensions of certain political divisions, the existence of certain towns, the character of certain towns, and the importance of others.

I. In the case of the first group—the names of geographical objects—we have already shown how they may be used to give life to the sense of fitness. But quite as frequently we may employ them in the way of showing the action of cause and effect. Explain the name of American River—so called because along its banks came into California the great immigration of *Americans*. Or, Cape Mendocino and the Bay of Monterey, respectively the great headland of the northern coast, and the great depression of the southern coast of the State, and named in honor of viceroys of Mexico who fitted out early expeditions. Or the Bay of San Francisco—named in honor of the patron of the order of St. Francis, the order to which the early missionaries who visited California were attached. Or, take the names of political divisions. The name Solano may be explained as a part of the name San Francisco Solano, or St. Francis of Sales—not St. Francis of Assisi, from whom the Bay was named. The counties of the southern part of the State have mostly the Spanish names of Romish saints. This fact might lie in a child's mind as a mere fact and do him but little good; but explain it, and you aid just so far in deepening his conviction of the necessary alliance of cause and effect. These names are those of Romish saints because bestowed by Romish missionaries, and they are found in their Spanish form because the missionaries came from Mexico. Had the northern counties in like manner been first occupied by Greek missionaries,

from Russia, the geographical localities in that direction would probably have borne the Russian names of saints of the Greek communion. So, too, with the name of California: we may do our pupils good by making them familiar with the different explanations which have been given to it. According to one, as we know, the name means the "country of the sweat house," and was bestowed by early explorers on observing the practice, sanitary and luxurious, of the Coast Indians, of building themselves large oven-like huts in which to sweat themselves profusely. And, according to the other more recent explanation, the name means "Califia's Country," and was bestowed by early navigators in honor of Queen Califia, the heroine of a romance with which they killed the time in their long sojourn on shipboard. And here, I would urge, is the proper place of history in connection with geography. Here, indeed, is a useful place even for fables and half-accredited history. Such material, when it is introduced by way of accounting for, or showing the influence of, geographical facts, is well introduced. In other words, where the introduction of historical or even traditional material will serve our main purpose, viz: of conducting the child's mind back to a cause or onward to an effect, I would say let such material be inserted. But the wisdom of introducing this matter in any other form seems highly questionable: our histories do not contain long independent chapters of geography, and I cannot see why our geographies should embrace long independent chapters of history.

II. But, in the second place, we may in an edifying manner treat the dimensions of the State and of certain counties. As the names of places may be explained, so often may their areas. The child is frequently taught to wonder at—and perhaps glory in—the immense size of California. He is told that it extends in latitude over a breadth which, on the Atlantic coast, would measure from Massachusetts to South Carolina. But gaping wonder, and the vainest kind of glorying, are but dry results of instruction, especially when ends so much more substantial may be attained. Give the pupil the explanation of this vast area, which is found simply in the sparseness of the population rendering it impracticable for a second State government to be supported. In fact, the population of the State may in this manner be connected with its area as a cause with its effect, and each remembered with greater ease

in consequence. Facts, indeed—to use a homely illustration—are often like fish hooks, easier picked up in the bunch than singly—easier carried when strung on the cord of reason, than separately and unconnected. Thus, too, with some of the areas of counties. The great southern counties are mostly desert, and uninhabited over large tracts. Hence arises a small population, and no demand for a separate county organization. On the contrary such a demand occurs as soon as population becomes dense; so that, for example, the county of San Francisco is at once the smallest and the most populous county in the State.

III. In the third place, we may use profitably the very existence of clusters of population. One of the neatest examples for class use which California furnishes, is the town of Summersville, in Contra Costa County. Here is a town built up solely and simply by its coal mines. In some other cases we can see the operation of several causes in originating and propagating the growth of places. The town of Pacheco, in the same county, is a farming center mostly, but also does, besides, a little shipping and a little manufacturing. But in Summersville, no—the town is an effect for which there is but one single cause, and that is the deposits of coal beneath it. Before them the town was not; after them the town will not be; but with them, it numbers more voters than any other place in its county.

IV. Then, in the fourth place, we may often explain in connection with a cluster of population some peculiar character that it wears. Take, by way of illustration of this point, some one of the towns which we denominate suburban. It can serve but an ordinary purpose in a child's mind to make him familiar, in connection with a town like San Mateo, for example, with certain facts. That this town contains beautiful private residences and highly ornamented farms, and yet does not number any corresponding source of wealth among its exports—all this is valuable as the material of knowledge. But trace these facts back to their origin—explain this apparent incongruity by a reference to its source; do this, and the mere knowledge of the child becomes a better thing, becomes wisdom. And this can be done very easily. The explanation is already wrapped up to our hand in the meaning of the word suburban—near the city. The wealth which appears

in San Mateo is a result not of the fertility of its soil, but the happiness of its situation. Being near the city it has become a point of residence for wealthy citizens—men who need to live near the city because they still retain property or interest in it, but who do not require to live in the city, since their business has reached that point that it does need very early attention in the morning, very late attention in the evening, or very constant attention every day. Hence the town displays a wealth which, although not justified by any resources of its own, is yet fully explained as a reflection of the wealth of the city to which it is adjacent.

V. Then, in the fifth and last place, take in reference to other centers of population, their great relative importance. The mind here naturally reverts, of course, to the cities of Sacramento and San Francisco. The child should, of course, learn, in respect to these two leading cities of the State, the great substantial facts—those facts which bear to the importance of those places the relation of details and tokens. But should not the teacher lead, and the scholar follow, a little further than this merely? Should not the teacher teach, and the scholar learn, that the importance of these places is not accidental, but has its well-determined causes, and what those causes are?

In respect to the City of Sacramento the sources of its prosperity will not be difficult for the teacher to indicate. It owes its prominence, manifestly, to its position at the head of ordinary navigation on the Sacramento River; to its position at the foot of the American River Valley, the great valley of entrance into California for overland immigration; to its central position in the State; to the neighborhood of the richest gold mines of the State; to the facilities for agriculture of the Sacramento valley in its vicinity; and to the progress of mining discovery and development in Nevada, Idaho, and Montana. In the case of most of these causes I must pass them with only this mere mention—making an exception, however, to some extent, of the last mentioned. Observe more closely the character of this cause—the progress of mining discovery and development. Here we have an example of a cause less obvious, because locally more remote, and yet as powerful, perhaps, as almost any other. To an older pupil the indication of a source of prosperity like this—which he might easily have passed by, which

has its seat in apparent accident rather than in nature, and which operates at a considerable distance—must prove quickening and gratifying in an unusual degree. That it is a true source of prosperity is plain. The course of mining discovery and development has placed the foremost centers of mineral wealth at Washoe and Reese River. But these are reached from San Francisco, at least, with the greatest facility, only by passing through Sacramento. Passengers and freight from the metropolis—and this includes the majority of both—almost necessarily change conveyance, and thus deposit a certain amount of wealth, at the head of ordinary navigation on the Sacramento River—in other words, at Sacramento city. Suppose the history of profitable mining had been a little different. Suppose, instead of the Carson River mines, the great ones had been those of Walker River; and suppose, instead of Reese River, we had seen magnificent developments at Coso. What city would have felt the great influence then? Not Sacramento, but Stockton; not the head of ordinary navigation on the Sacramento River, but on the San Joaquin. And, furthermore, in this source of importance to Sacramento, we have an example of a cause operating at a considerable distance. This is a point of special interest. Reese River is far removed from Sacramento, and the forks of the Missouri—the Montana mining center—are still farther removed. And yet these regions, however remote, undoubtedly operate in the way in which we have indicated, to promote the growth of Sacramento. In the indication of such an operation of causes and effects as this, geography affords a happy introduction to astronomy.

Let us glance, finally, at the city of San Francisco. Here the first sensation, as we contemplate the causes of its prosperity, is something akin to bewilderment at their multitude. But in such a multitude we find a good field for the exercise of judgment. I sometimes like, for one, geographical material even in a jumbled and impracticable mass—it gives the pupil such a fine opportunity to practice himself in the exercise of discrimination. And leading our pupils to exercise this discrimination upon the sources of the greatness of the metropolis, they soon discover that, although San Francisco has been aided by its evenness of climate, and aided by manufactures, it is yet essentially the child of commerce. She is the daughter of Neptune. Like Venice, she is the bride of the

sea. The cradle that has rocked her into strength is the cradle of the deep, and Aphrodite, not more truly than she, sprang forth from the foam! But, among the commercial advantages of this city, we find at once an important distinction. Some are from nature and some are from man. Such distinctions as these I would have the pupil make, or the teacher make for him. In respect to the causes of things I would have him first, of course, make his entrance into the region of them; find them by penetrating below the surface of things; believe in them and in the possibility of unmasking them. But after this I would have him acquire a great freedom of movement in the midst of them, dexterity in handling them, facility in dividing and classifying them. This difference, then, appears among the commercial advantages of San Francisco—some are the fruit of nature's bounty, and some of man's enterprise. On the natural advantages of the harbor of San Francisco, I have no limits to dwell. I can merely enumerate them. The harbor combines the two great advantages of approachableness and security. It is approachable (1) at all seasons. It does not lie in the path of periodical hurricanes, like the harbor of Vera Cruz. It is approachable (2) for all vessels. The Golden Gate is ample in width and depth. It is approachable (3) from both directions. Unlike Acapulco, for example, it is not only connected with foreign countries by the ocean, but with the far interior of the State by San Pablo and Suisun Bays, and the Sacramento and San Joaquin rivers. It is approachable (4) with ordinary precaution. The channel at its mouth, unlike the mouth of the Columbia River, is not liable to sudden changes. And this again is due (and here see a cause behind a cause—a most useful example for a pupil to study) to the felicitous circumstance that the Sacramento, like the Hudson, reaches tide water before it reaches the ocean, and thus deposits sediment—or makes an "overslaugh," as we call it—far in the interior and not at the Golden Gate. Moreover the harbor of San Francisco is a secure one. Vessels visiting it are secure (1) from grounding, since the Bay is deep—unlike the harbor of New London. They may be secure (2) from collision, since the Bay is ample in width and length—unlike the harbor of Old London. And vessels are secure (3) from storms, since the Bay is landlocked; (4) from dragging anchors, since the bottom affords good holding

ground, and (5) from loss, or prostration, of men by disease, since the climate and water are good. These are some of the natural advantages of this harbor—or sources of the greatness of this city, which are found in nature. But not a little has been done by man to improve upon nature. Thanks to the enterprise of our government and citizens the city enjoys every facility for navigation of an artificial character. These facilities extend to the guidance of vessels by lighthouses, fog bells, and buoys; to the signalling of vessels by telegraph; to the landing of goods on wharves and piers; to the collection of customs; to the care of seamen by hospitals, bethels, and societies; and to the defense of the harbor by forts and batteries.

For the importance, therefore, of the great cities of California there are ample reasons. Sacramento and San Francisco have grown great for good cause and not by accident. And so with many other geographical facts, and especially, as we have seen, with the names of some places; with the dimensions of others; and with the very existence of others still. As we teach California geography, then, there is ample material upon which we may practice our pupils in connecting cause and effect.

I have thus covered the ground which I marked out. But a single word remains to be added, and this is in answer to the question, How may the teacher conduct this work of training his class? I answer, that a text book specially prepared would be the surest means. A book should appear containing a full exhibition of the geography of California and of the Pacific States. And this book should not only abound in facts, but in causes and in congruities clearly and constantly indicated. Such a book seems needed even for the lowest end of education—even to inform our pupils in regard to the simplest facts concerning the Coast. But such a book is further needed for the higher purposes of education—even for culture and development. We must believe more in education. We must believe that any power or habit whatsoever can be educated. And we must act on our faith. We must choose among the great habits and instincts definitely and consciously, and set about definitely and consciously to develop those which we esteem important. Then will we be educators indeed. Then will we take rank in spirit, if

not in fame, with the illustrious Arnolds and Pestalozzis, yea, even with the prince of teachers, the Socrates of the agora of Athens.

But in the absence of prepared text books what are we to do? Dealing with books which only give facts, is there anything that we can possibly accomplish in the way of higher education? Yes, there is much. We can supplement these books with oral instruction—with prepared material of our own. This has been done already, and can easily be done again. It only requires labor and pains—these are the price. These are the price—and will we begrudge it? Never, while we feel our serious responsibility as the educators of the young.

CORPORAL PUNISHMENT IN SCHOOLS.

There are works of fiction which are valuable addenda to the more ponderous labors of the historian. Such, certainly, are many of Sir Walter Scott's romances. The ever-changing scenes of national life which are pictured in the pages of Robertson and Hume, are illustrated and embellished by the finished figures and home scenes which adorn the tales of "Old Mortality" and "Ivanhoe." In like manner, but without presuming to hope for a like success, the writer of this article proposes to submit an old teacher's opinion on the subject of corporal punishment, which has already in this periodical been so ably, historically, and legally examined by previous contributors in the papers entitled "Pedagogic Life" and "Pedagogical Law."

The glorious uncertainty of the aforesaid law might also be pleaded in justification of this article, for while the use of the ferule is permitted by the highest legal authorities of Vermont and Massachusetts, the coëqual authority of Indiana, with a wisdom surpassing that of Solomon's (if its conclusions are correct), asserts, and ex-Senator Dix, of New York, defends, the contrary opinion. Under these circumstances, well may the bewildered schoolmaster, or pedagogue, as he is termed in the papers before us, exclaim with the ill-fated Desdemona,

"I do perceive here a divided duty."

or, if irascible, as unfortunately some schoolmasters are, would he not be almost justified (on beholding, instead of a stable law, this Babel of conflicting opinions) were he to consign such uncertain sounds to oblivion, and do his duty according to his conscience, regardless of whatever unjust penalties might be imposed on him for so doing?

Therefore, with all due deference to the Supreme Court of Indiana, it is the purpose of the writer to contend for the right of all principals of schools to inflict reasonable punishment upon the children committed to their care; and to indicate the crimes for which, and the manner, the way, and the place in which such penalty should be inflicted. But before proceeding with the direct elucidation of the argument, it is right to say that this paper is written in defense of all schoolmasters, public as well as private. It is assumed that it is the intent, even of the State of Indiana, that all her children should be educated, and certainly those who lack such proper training at home are most in need of her especial care. The children of thieves, gamblers, swearers, and drunkards, if there be any such in Indiana, are obtaining one kind of education before they enter the doors of the school house; but it is an evil one, and must be eradicated. Before you can hope for a good crop you must extirpate the weeds from your garden. It is often, alas! too often, necessary to punish the crime of the parent in the child. But instead of withholding from the teacher the power to exercise this necessary right, an experience of many years proves, to the satisfaction of the writer, that the sway of the teacher ought rather to be extended, to enable him to reach thoughtless or vicious parents with a ferule of double strength. But this is a hopeless wish, though the present condition of the country painfully proves that the law, notwithstanding its multifarious ramifications, is as unable to prevent the extension of crimes of all kinds as it is to point out decidedly and accurately the path of duty to the schoolmaster. We now proceed to the elucidation of the subject in the order above mentioned, commencing with

THE CRIMES FOR WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Rebellion or confirmed disobedience. No school can be rightly conducted in which the authority of the principal is not

absolute. If the orders are incorrect, the teacher is amenable to the local powers and the law. "Will you study this lesson?" "I will not." There is no conquering this difficulty but by compulsory subjection.

2d. Repeated lying, repeated thieving, repeated swearing, and repeated gambling, after long and careful admonition for previous errors, demand the same treatment. These are acquired vices, sometimes learned by the child at its home, but there is no other effective remedy. The good teacher has duties to perform to the other children in the school as well as the delinquents, and for their sakes punishment is rendered necessary. Adult thieves are not punished by the law for a national amusement, but to protect the innocent, and deter the unwary from committing the same crimes. These reasons hold good in the school.

3d. *Per contra.* Let the schoolmaster ever remember, before resorting to any punishment, the advice in the play above quoted:

> "That his probation bear no hinge or loop
> To hang a doubt on. Or, woe upon his life!"

It is impossible to overrate the evil effect of one unjust corporal infliction; it is very frequently remembered for life, and often cultivates for years in the recipient the worst of human passions. It is a wise maxim in our courts of law to give the prisoner the benefit of every doubt. It should never be forgotten in our schools.

THE MANNER IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. The very first requisite of a schoolmaster is the perfect control of his own feelings and passions. It is the foundation of good government. Punishment inflicted in anger is an absolute crime of the highest magnitude on the part of the teacher. From such infliction no good result can be expected; it is productive only of evil on both sides. The classics, the mathematics, and the arts can be and often are imparted to youth by delegated authority; but the power of government and the strictest self command are absolute requisites on the part of all principals of schools.

2d. As a rule, no child after receiving chastisement should be permitted to leave the presence of the schoolmaster until it is assured of his constant affection. This doubles the good effect,

and should be a consequent of all punishment. On the part of the teacher this sympathy must be genuine, for almost all children can instantly detect that which is simulated. Affection is God's coin, if it be frankly given. It must and ever will be returned by youth in the same holy currency.

THE WAY IN WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Firmly. A slight punishment is not only useless but positively injurious. It is an advantage gained by the child. A judicious teacher is very seldom compelled to use the assistance of the ferule. No punishment should be so frequently resorted to as to render it common.

2d. Probably the method of punishing on the hand is the best that can be applied, for two reasons: firstly, because it inflicts sharp pain; and secondly, because it leaves no disfigurement. A jury of mothers will never agree upon the right spot on which to whip their children. Their feelings in this matter may be compared to those of the soldier who was undergoing the penalty of a military flogging from the hands of a friend. At first he said: "Higher! higher!" then, "Lower! lower!" until his friend, whose patience was exhausted, exclaimed: "Confound you, Sam, there's no pleasing you!" It will ever be the same with parents.

THE PLACE IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. Always in private. A teacher has no right to degrade other children by a public exhibition of necessary brutality, unless they have been minor participators in the same crime. Even then it is very doubtful if it be politic. The skeleton at the feasts of the Egyptians was only the more revolting because it was hidden by a veil. The same effect is produced by private punishment. A wise parent would not let his child behold the cruel flogging even of a brute. The hardening process of such an exhibition upon either children or men is very pernicious. It deadens the conscience, stimulates the cruelty, and brutifies the mind of the beholder. Nothing should be exhibited to either man or child which tends to lower the sacred value of humanity. For these reasons public flogging may be said to create rather than suppress crime.

In conclusion, the writer trusts that the reading public will weigh these statements, and not lightly sentence him as an advocate for unnecessary cruelty. A long experience in the field of education has given him a right to speak on a subject in the study of which he has passed thirty of the best years of his existence. He is quite willing to admit that in a small private school, in which the pupils have for some time remained under the charge of a careful instructor, corporal punishment may be superseded by expulsion. But this paper is written for all classes of schools, more especially for the public schools of the States.—*American Educational Monthly.*

(Translated from the French for the California Teacher.)

THOUGHTS ON PUBLIC INSTRUCTION.

BY M. EMILE DE LAVELEYE.

The education of the masses of the people attracts now more attention than at any other period of time, not only in Europe, but all over the world. The report of M. Duruy, Minister of Public Instruction in France, in which he, with commendable boldness, exposed the situation of the primary instruction, and proclaimed the necessity of thorough reform, is too recent to have been forgotten. In Italy, Mr. Natoli, Minister of Public Instruction, had also the courage to show, by documents submitted this year to Parliament, all that yet remains to be done to raise the Peninsula from the secular ignorance which weighs upon its intelligent population. England, humbled by and displeased with the slow progress of her schools, begins to make inquiries and investigations into the subject, and tries, so far nearly in vain, to improve a system whose evident imperfection is generally known. Portugal is inaugurating a new method, based upon principles of modern ideas; and Russia, in the midst of her political and social difficulties, finds time to take this important subject into consideration, and is preparing very important improvements. In Holland and Belgium this problem never ceases to occupy public attention, and is an apple of contention between political parties. Finally, in Australia and in Canada; in Chili and in Brazil; in countries of Latin as well as of Anglo Saxon

origin, the work has begun in earnest. Everywhere are sought the best means of spreading light, of rendering instruction accessible, nay, even obligatory, to all; great efforts are being made to perfect systems; normal teaching is being organized, school buildings are multiplied, instructors are held in higher estimation, and hardly any objection is made to the immense pecuniary sacrifices which the improvements impose. Nor should this surprise any one, for nothing short of blindness could conceal the fact that the future welfare of nations depends upon the degree of instruction they attain. Hundreds of proofs could be adduced to demonstrate the correctness of this assertion; I shall mention only three. Nothing is truer than Bacon's aphorism that "knowledge is power," more especially when applied to political economy. It is the knowledge of natural laws which renders labor productive. The savage, endowed with very acute senses, and a body callous to all kinds of hardships, lives miserably and often dies for want; the powers of nature overwhelm and kill him—he knows them not. Civilized man, after five thousand years of studies and discoveries, has penetrated the secret of these natural powers; he has rendered them subservient to his ends; and henceforth, with reduced labor, he reigns over matter subjected to his will for exuberant utility or enjoyment. The past (rôle) of science, as applied to the production of wealth, is daily expanding. In future the richest, and consequently the most powerful people, will be the one which shall be most scientific in its labor. While instruction is indispensable for the increase of wealth, it is equally necessary to enable its possessors to make a good use of it. Nearly everywhere the laborer's wages are insufficient to satisfy his rational wants, and yet what large proportion of it does he not apply to useless and even to pernicious expenses! Incapable of foresight, his mind confined to the immediate present, he can have no appreciation of the emancipating power of economy. Anxious for violent and sensual excitement, but too often he finds pleasure only in dissipation, and if he earned more it would be only to spend more for the same kind of enjoyment. To enable the workman to render an increase of salary a means for his emancipation, he must acquire through instruction a good taste for enjoyments, and the spirit and ability of foresight. A nation must be enlightened to produce a great deal and to make a good use of her multiplied productions.

The historian Macaulay says, that "if, during the eighteenth century, the Scotchman, formerly poor and ignorant, was above the Englishman, the superiority proceeded from the fact that the Parliament of Edinburgh had given to Scotland a system of national instruction which was lacking in England." In the United States manufacturers assert that their ability to compete with Europe, although obliged to pay their employees salaries twice as high, is due to the instruction of their workmen, which enables them to work quicker and better, and to manage every kind of machinery to the best advantage.

Besides these reflections of economical import, there is another of a political nature. Democracy is gaining ground. This truth is everywhere repeated with joy or alarm. Equality finds favor in the same proportion in monarchies as well as in republics, in Russia not less than in Switzerland. Hence an increase in the number of individuals, who, through revolutions or reforms, take part in the election of their government. The right of universal suffrage is already established in several nations. Almost everywhere the impatient subject or citizen calls loudly for a ballot box, and even aristocratic England is getting ready to yield a reluctant consent. This democratic progress depends upon such deep and general causes, that no sovereign, no party, no coalition of parties, could succeed in checking it. As it cannot be stopped it ought to be turned to good. For such purpose the privilege of voting should be made the consequence of progress in the reasoning faculties of the people, and men should be allowed to manage the affairs of a community only when they are able to control their own. Whoever cannot find out his own interest, is incapable and unworthy to contribute to the election of those who are to regulate the affairs of all. Give the right of suffrage to an ignorant people and to-day it will degenerate into anarchy, to-morrow into despotism. On the contrary, an enlightened nation will soon be a free one, and its liberty will be enduring, for it will know how to use it wisely. Arbitrary power and usurpations are lasting solely by the weakness of the public mind, its only support and pretext. The true final emancipation is that which establishes and insures a system of public instruction penetrating the smallest hut of the remotest hamlet. Preceded or immediately followed by the light of popular education, universal suffrage is the exercise of a precious privilege, a sure

source of power and greatness; accompanied by persistent ignorance, it may be the origin of incalculable evils.

I shall add one last consideration. A great danger may threaten modern civilization. If education and morality are spread among all classes in proportion as the want for comfort is generalized among the people, so as to inspire them respectively with the justice of, and the patience necessary for, pacific reforms, regular progress and improvements will be insured; but if instruction, wealth, and egotism be monopolized by a few, or a portion only of a nation, and ignorance, poverty, and envy be forced on the remainder of the population, bloody revolutions must be expected.

These reflections may seem common place, as nobody would dare praise the benefits of ignorance. Ministers and delegates, books and periodicals, vie with each other in proclaiming the necessity, the urgency of popular education, but it may be doubted whether many nations are prepared to submit to the constraint, to the immense sacrifices which are inevitable in the complete success of a system of education which will diffuse knowledge, instil instruction, to all and in every part of a nation.

Modern Ideas.—In matters of education it may be noted, that the great effect and the peculiar achievement of the age are not so much to magnify the endowment, and to make honorable the attainments, of the aristocratic few, some "*faultless monster* that the world ne'er saw," shining with the startling corruscations of an intellectual meteor, as to diffuse education among the common millions of mankind, as freely as falls the golden sunshine upon the broad bosom of earth. This marvelous peculiarity of the age, so different in its features to those of any other in the foregone history of time, is not the product of any sudden upheaval of common causes; but are the gratifying results of agencies lying far back in the history of human civilization, and which seem to be now reaching their points of culmination. History is no longer—what history has ever been—the mere chronicler of the levy and march of armies, the guide book to the predatory movements of devastating hordes. Instead of the aggregate of numbers, with their crushing physical force to order and direct, is the aggregate of individual thought and will, with their irresistible *moral power* to guide and govern. —*Selected.*

Department of Public Instruction.

Circular to Public School Trustees.—At the time you receive this number of the Teacher, it will be your duty to appoint a School Census Marshal, for the purpose of enumerating the school children in your district, between the ages of four and eighteen years. If you have any male teacher employed, you should commit the work to his hands, and allow him a reasonable compensation for his services. In no case should you appoint boys, or persons whose only merit is cheapness. It has happened, not unfrequently, that the same children have been included in the returns of two districts. Nonresident children in the district must not be included in the census returns. Require your Census Marshal to take all the statistics required by the blanks, under penalty of forfeiting all compensation. It is absolutely impossible for the State Superintendent to make a reliable report of the educational condition of the State, unless these returns are correctly, fully, and carefully made out. If you require it, a duplicate of the Census Marshal's Report may be filed with the records of the Clerk of your Board, and the original forwarded to the County Superintendent. Your annual report to the County Superintendent of Public Schools must be made out on or before the twentieth of July. If your school closes in June or August, and is not to be opened until after the first of September, make out your annual report at once, as it will be a great convenience to the Superintendent to receive it earlier than the latest hour allowed by law. In making up your financial report, great care should be exercised. At the close of the school year, it is your duty to require the teacher to return to the District Clerk the Public School Register, in good condition and correctly made out, for inspection; and, in case of the failure of teachers to comply, it is your duty to withhold their last month's salary. All blanks required in the discharge

of your duties have been forwarded to the County Superintendents, and if you have not already received them, you can secure them by sending to the County Superintendent's Office. If you have not already adopted the State series of text books it is your duty to make the change at once, before the close of the school year. The penalty of a failure to comply with the law requiring the adoption of a uniform series of text books, is loss of twenty-five per cent. of school moneys apportioned to the district: and the State Superintendent is required to enforce it. If there are any children in your district whose parents cannot afford to buy new books, let the teacher furnish them with books, and pay for them out of the county school money.

Concerning Rate Bills.—Section 101, of the Revised School Law, in consequence of the insertion of amendments on the original draft of this section, does not seem to be clearly understood by school officers.

As originally drafted, this section provides for rate bills only after a five months' Free School had been maintained in each district, except in new schools organized for the first time.

As amended, it provides that all districts, "having more than one hundred pupils"—that is, census children between five and fifteen years of age—"and taxable property assessed at over two hundred thousand dollars," must first maintain a *free school* five months in the year before the Trustees have any right or power to levy or collect any rate bills whatever.

In districts having *less* than one hundred children and two hundred thousand dollars of taxable property, a free school must be kept *three* months in each year before rate bills can be levied.

In new districts, in which a school is opened for the first time, Trustees may levy rate bills during the entire school term.

Temporary Certificates—All Temporary Certificates, issued under the old law, remain valid until the next regular meeting of the County Board, when they expire by limitation. All certificates granted under the old law, remain valid until the expiration of the time for which they were granted. County Boards are cautioned against renewing certificates, unless satisfied of the competency of the applicants.

Alameda County.—The Teachers' Institute, of Alameda County, met at Oakland, May 9th, 10th, and 11th—6 P.M. Eleven teachers met at the opening, which number was increased to twenty-two, on the second day—four teachers absent. Each session was opened with devotional exercises. Essays were read on the following subjects: "Education a Political Necessity," "The Importance of First Principles," "Electricity and the Human Body," "Schools in Prussia." The following questions were discussed:

"*Resolved*, That Corporal Punishment is absolutely necessary in the Government of a School."

"What is the best method by which the teacher can 'wake up' an interest in dull scholars?"

"*Resolved*, That whispering should not be allowed at all in School."

The class exercises in Mental Arithmetic, Spelling, Reading, and Gymnastics, were animated, stirring, amusing, and instructive. The music of a fine melodeon, and occasional singing, did much to drive away any little formalism that remained after the opening. The essays were excellent, the discussions edifying; and the evening lectures, delivered by Rev. Mr. Hamilton, on "Books and Reading," by G. W. Minns, Esq., on "Horace Mann," and by H. P. Carlton, Esq., on "Physiology," were highly interesting and instructive.

Rev. Mr. Avery, Superintendent of Contra Costa County, was present, and aided in the good work.

The Institute was closed, after a "three days' session," by the Superintendent, in remarks upon the moral and intellectual influence of the teacher upon the character, mind, and affections of the scholar.

State Board of Examination.—The State Board of Examination consists of Superintendent Swett, *ex officio* Chairman, and the following professional teachers, appointed by the Superintendent of Public Instruction: Messrs. Bradley, Marks, Stratton, and Bunnell. A joint examination for State and City certificates will be held in San Francisco, at the Lincoln Building, Monday, June 4th. The examination will be held on the various branches specified in the State School Law.

LINCOLN MONUMENT FUND.

Counties.	Districts.	Teachers.	Total Am't
Calaveras.....	Copperopolis	T. F. Bacon.....	$7 50
Humboldt.....	Hydesville	Teacher, $5.....	5 25
Humboldt.....	Areata	Teacher, $2.....	9 87½
Placer.....	Mount Pleasant.....	Chas. Bradbury	not given
Santa Cruz.....	Santa Cruz, No. 3.....	.....	2 50
Solano	Vallejo.....	G. W. Simonton.....	12 00
Solano	Pleasant Valley.....	D. Truitt.....	1 25
Lassen	Susanville.....	W. H. Van Alstine }	7 00c
Lassen	Soldiers Bridge.....	Miss L. Walker... }	
Napa.....	Soda Cañon	.....	5 00

The following subscription was omitted in our last issue: San Lorenzo District, A. L. Fuller, teacher, $5. A subscription of $4.50 was wrongfully credited to Grand Island District, Butte County. It should have been, Butte Creek District, H. Powell, teacher, $2; H. Powell, $2.50.

City Board of Examination.—The City Board of Examination, for San Francisco, consists of: Mr. Winans, President of the Board of Education, Superintendent Pelton; Superintendent Swett, and the following teachers elected by the City Board of Education: Mr. Marks, Principal of the Spring Valley Grammar School; Mr. Bradley, Principal of the Boys' English High School; and Mr. Stratton, Principal of the Washington Grammar School. An examination of applicants will be held in the Lincoln Building, beginning on Monday, June 4th, and continuing three days.

Examination Questions.—After the examination of the State Board, which will be held during the first week in June, full sets of the questions used will be furnished to each County Superintendent, for the use of County Boards of Examination. In case these questions are used, State Certificates will be issued on the results as provided in Section 94, Revised School Law.

Reports of Teachers.—Teachers' reports are due on the tenth day of July next. Their attention is called to Sections 63 and 64 of the Revised School Law. The new blanks furnished from this department are exceedingly simple in form. And when teachers have properly kept their registers, their report can be made out in thirty minutes.

Enforce It.—Section 61, Revised School Law. It is the Civil Rights Bill of the little ones.

MAKE A WRITTEN CONTRACT.—It is very desirable that all Trustees who employ a teacher should make a written contract or agreement. So necessary a matter of business is this considered, that the Department of Instruction has furnished blank forms of agreement to every Board of Trustees. The form is as follows.

This Agreement, made the day of one thousand eight hundred and sixty . between party of the first part, and the Board of Public School Trustees of , School District, in the County of State of California, parties of the second part,

Witnesseth: That the said . who holds a legal Certificate, hereby agrees, for the consideration hereinafter stated, to teach the Public School in said District for the term of commencing on the day of . 18 , and further agrees to enforce the rules and regulations adopted by the State Board of Education, to adopt the State series of Text Books, and the prescribed State course of study, and to keep the State School Register, as required by law. And the parties of the second part hereby agree to pay the said , for services duly rendered as Teacher of said School, the sum of dollars for each and every month of twenty school days, in the manner following, to wit: By drawing an order on the County Superintendent of Public Schools for Public School moneys to the credit of said District, or by rate bills, or subscription, or

In Witness Whereof, the parties have hereunto set their hands and seals, on the day and year first above written.

Witness: [SEAL] . Teacher.

{Place for five cent Internal Rev. Stamp.} [SEAL] [SEAL] [SEAL] } Trustees of District.

NOTE.—This agreement requires a Revenue Stamp of five cents.

COUNTY INSTITUTES.—County Superintendents will confer a favor by informing the State Superintendent, at as early a date as possible, of the time at which they will call their County Institutes. During the month of June it will be impossible for the State Superintendent to attend any Institutes whatever, as other duties will require his attention.

Resident Editors' Department.

Concerning Volume Four.—The present number closes the third year of the California Teacher's life. Subscribers who desire to continue the journal will remember that our rule is payment in advance, and will forward immediately, by mail, one dollar and fifty cents in coin, or two dollars in greenbacks.

The character of the Teacher is too well established to render extended remark necessary upon this occasion. The past year has been a prosperous one in the educational world. Our pages bear ample testimony to the energetic spirit with which the people cherish the Public School system. The Revised School Law is, in most points, a complete exponent of what a school law should be, and challenges comparison with that of any State in the Union. During the coming volume we hope to chronicle great advances in the educational history of the State. We want more Teachers' Institutes, more new school houses, more good teachers, more earnestness everywhere in the school room. We want more subscribers, and more contributions embodying the results of school room experience. We want also to enlarge the Teacher to thirty-two pages, if possible.

While County Superintendents are relieved, by the Revised School Law, from the duty of forwarding the subscriptions for the District Clerks, we would remind them of the importance of our receiving, at the earliest moment, any changes to be made in the address of those to whom copies are sent, and we would also impress upon them the evident propriety of influencing every teacher to subscribe for the State educational journal. The teacher who cannot afford to spend one dollar and fifty cents per year for the only professional organ on the coast, is one that no Trustee can afford to have in school. The Trustees' copy and the Library's copy should be kept carefully filed, by the District Clerk and the District Librarian, and the teacher *needs* a copy for his own use.

We shall prepare, in a few days, a full index of the matters contained in Volume Third, which will be mailed free to any of our subscribers who may desire to bind the numbers, on application to this office, in writing.

The first number of Volume Four will be issued, punctually, on the first day of July, 1866—unless that day should happen to be on Sunday, in which case, the preceding day will be chosen for publication. We shall commence the volume with an edition of twenty-five hundred copies. How soon will our friends add to the list so as to require three thousand copies and thirty-two pages?

The Deaf and Dumb, and the Blind.—During the late session of the Legislature, a law, reorganizing, and providing for the maintenance of the Institution for the Deaf and Dumb, and the Blind, was passed, by which this interesting charity, as it is generally regarded, is made a part of our broad and comprehensive system of free education. For the benefit of those concerned, we print the section relating to terms of admission :

"Section 11. All deaf or blind persons, between six and twenty-five years of age, that are not mentally or physically incapacitated to receive an education, that are free from contagious or offensive diseases, whose parents or guardians reside on the Pacific coast, beyond the limits of this State, may receive all the benefits of said institution on payment, made quarterly in advance, of three hundred dollars annually, each, and of fifty dollars each for clothes, in case of not being otherwise sufficiently supplied therewith ; and *the benefits of said institution shall be free to all such deaf or blind persons, hereinbefore described, whose parents or guardians reside in the State of California*, said benefits to accrue to every one for at least seven years after each shall have attained the age of twelve years ; and an inability to hear ordinary conversation, or to read ordinary printed matter by reason of defective sight, shall be considered deafness or blindness within the meaning of this act."

It is very desirable to obtain reliable statistics as to the number and whereabouts of all deaf mutes, and blind children, within the ages specified above, living in the State or adjoining Territories. To this end the coöperation of teachers, census marshals, and others, is earnestly solicited, and the Principal requests that any cases coming under their observation may be reported to him. Communication should be addressed to Warring Wilkinson, Principal of California Institution for the Deaf and Dumb, and the Blind, San Francisco.

Solano County.—From the *Press*, of May 9th, we cut the following :

"The County Examination of Teachers of Common Schools was held in the school house in this place, on last Friday and Saturday, under the direction of Superintendent Simonton, assisted by A. S. Hopkins and W. H. Fry. Twelve persons presented themselves for examination—those of the fair sex greatly predominating. After a thorough written examination in the various branches required by law, certificates of the third grade, valid for one year, were granted to the following persons: to Misses Mollie Beamer, Napa City ; Sophie Simonton, Vallejo ; Nannie Stark, Abbie L. Wyman, Tremont ; Ellen M. Cobane, Maine Prairie ; M. A. Gilbreath and E. D. Cary, Denverton ; C. M. Winton and Mercy Waters, Silveyville ; and Martha Brake, of Suisun. A certificate of the second grade, valid for two years, was granted to L. C. Renfro, Suisun ; and one of the first grade, valid for three years, to M. L. Masterson, of Oak Dale District. Notice was given by Superintendent Simonton that a Teachers' Institute, of Solano and Napa counties, will be held in Vallejo, sometime in July."

The Wisconsin Journal of Education—Has resumed publication under the editorial charge of Wm. H. Peck, and is published at Mineral Point, Wis., at $1.25 per year. We are glad to have the *Journal* resuscitated, and wish it a long life of usefulness and honor.

State Superintendent.—This indefatigable official has spent most of the time since our last issue in an educational tour of the northern part of the State. We shall hope to have notes of his journey, upon his return, in time for the July number.

San Francisco.—The Board of Education have commenced in earnest the work of increasing school accommodations, in this city. We observe that they are calling already for bids from contractors for a new school house in the southern part of town, and other buildings are talked of, by means of which hundreds of children, now taught in unsuitable rooms, will be furnished with neat, though perhaps unexpensive structures, for their future work.... The lecture of Mr. Marks, at the Larkin Street Church, on the Objects of Education, delivered on the twenty-seventh of April, was largely attended by his patrons, who received many valuable thoughts during the hour. We could wish that all teachers were as thoroughly imbued with the grand spirit of the profession as Mr. Marks has proven himself to be.... The Public School pic-nic, held on the first of May, at the People's Park, San Mateo, seems to have been a grand success. Other engagements prevented our participation in the pleasures of the occasion, but the children of the schools were out in full force, and did not allow the unpleasant day to interfere with their enjoyment of country air and country sights.... The dedication of the statue of Lincoln, at the Lincoln School, was an occasion of great interest. Distinguished speakers were engaged, and the exercises all went merry as a marriage bell. Somebody's blunder, as to the election of the late President, created much surprise; but the Board of Education quietly smiled at the historical knowledge evinced upon the tablet, and, after mentally advising the "somebody" to attend the Public Schools a few weeks on his own account, took care to have it understood, in due time, that they knew when the American people elected Mr. Lincoln, President. We understand that the mistake, unnecessary to be perpetuated in the Teacher, will be duly corrected by the Board.... As to Evening Schools, the Board of Education has very wisely continued the most of the classes of this department throughout the summer. Mr. Holbrook's English class, on the corner of Broadway and Montgomery, and Mr. Marriner's, and one other in the Lincoln building, will be continued. The two classes for foreigners, learning English, will be consolidated, and continued under Mr. Ralph Keeler, in the old Normal School building, on Post Street, until further notice.

School Paper.—The Teacher has recently been favored with a copy of "*The Scholars' First Offering*," a manuscript paper, conducted by the pupils in Mr. A. H. McDonald's school, at Sacramento. The number before us (for April) is edited by F. L. Landes, and is very creditable to all parties represented therein. Such papers, while often involving much labor, are really valuable in any school, since they awake an interest in composition hardly to be developed in any other way.

Erasable Leaf Tablet.—We have received, without note or comment, a specimen Leaf Tablet, from the American Table Company, of Boston. It may be used with a lead pencil, and readily cleaned with a sponge, and may be written upon without noise. It proves far more convenient than a slate, and, we presume, is designed to be used in schools where unnecessary sounds are regarded as a nuisance.

Placer County.—The County Superintendent, under date of Auburn, May 7th, 1866, writes as follows:

The labors of our Institute are closed, and I am happy to say that we have had an interesting, and, I think, profitable session. We had no assistance from abroad; but, to compensate for this, we had no intellectual giant to overshadow and overawe our naturally modest country school teachers, and they took the matter in hand themselves, by various class exercises, and discussions on theory and practice of teaching, manners and morals, necessity of order, school government, and other subjects of interest and importance to our common schools, and the verdict of insiders and outsiders is: "The best Institute we have ever had." Before the meeting of the Institute, I had resolved to earnestly urge those under my charge to subscribe for the Teacher; but, in anxiety to make the Institute interesting and profitable, I forgot the Teacher, until all but three of our teachers had left town. From two of these I received the money inclosed.

Respectfully,

S. R. Case.

Supt. Public Schools.

Alumni Meeting.—The third annual meeting will be held at Oakland, on Wednesday, June 6th. Judge Shafter is the orator of the day. The Oration will be delivered at three o'clock, P.M., in the new College School Hall. The evening will be devoted to the customary festivities, the Alumni Supper, and off-hand speaking. Those who have shared the rare enjoyments of the two former gatherings, need only to be reminded of the return of this anniversary. Let all come who can, to revive pleasant college memories, and to form new bonds of union with our fraternity of educated men. This organization has undoubted claims on men of liberal culture and college sympathies, who wish to strengthen and consolidate the higher forces of education and an enlightened public spirit. The Association appeals to all Colleges and Professional Graduates, to give it the benefit of their membership, their active coöperation, and their presence at its annual festival.

College of California.—The Commencement exercises will be held on Wednesday, June 6th, at twelve, noon. Those who attend the Alumni Exercises, later in the day, are especially invited to come early enough for the Commencement. A boat leaves San Francisco at 11 : 15 A.M.

Got.—We had no idea of the importance of Anglo Saxon before seeing the following:

I *got* on horseback within ten minutes after I *got* your letter. When I *got* to Canterbury I *got* a chaise for town; but I *got* wet through before I *got* to Canterbury, and I *got* such a cold that I shall not be able to *get* rid of it in a hurry. I *got* to the treasury about noon, but first I *got* shaved and dressed. I soon *got* into the secret of *getting* a memorial before the board, and I could not *get* an answer then; however, I *got* intelligence from the messenger that I should most likely *get* one next morning. As soon as I *got* back to my inn, I *got* my supper, and *got* to bed. It was not long before I *got* to sleep. When I *got* up in the morning I *got* my breakfast and *got* myself dressed, that I might *get* out in time to *get* an answer to my memorial. As soon as I *got* it, I *got* into the chaise, and *got* to Canterbury by three, and about four I *got* home. I have *got* nothing for you, so adieu.

National Teachers' Association.—The meeting of the National Teachers' Association will be held at Indianapolis, in the State of Indiana, commencing on the fifteenth of August.

The California Youth's Companion—Is now published weekly by Dewey & Co., and edited by W. B. Ewer, Esq. The yearly subscription is $2.50. It is very popular among the schools of the city, and if the country schools should once give it a trial, we presume it would become a favorite there also.

Laid Over.—We have received some excellent words from Mr. Chuncle, and a good article on the Examination of Primary Schools, which will attract the attention of everybody, in the first number of Vol. 4, to be issued punctually on the first day of July, 1866.

Book Notices.—The following new books have been received.

The History of California. By Franklin Tuthill. San Francisco: H. H. Bancroft & Co. pp. 657.

As a newspaper writer, the author of this volume had few equals. The volume before us is, so far as we know, the only permanent memorial of his graceful pen; and while we wonder when he found the time to bestow upon its preparation, we must regret that he had not more time, so that we might now have a more complete work, embodying all that needs to be preserved in reference to the history of the State. We confess to a feeling bordering on disappointment as we close the record, the hours had been so pleasantly passed in its perusal. Was this *all* that our genial friend could ever give us? But we are glad he was permitted to give so much. There is not what may be called a "dry sentence" in the book. Neither do we find so much of the marked style of the author as we had expected. Pleasant, thoroughly readable, not attempting the philosophy of history, we take the volume to our library to be covered with dust, and only disturbed by an occasional reference hereafter. Every lover of California will want the book, and will be amply repaid for its cost; but he will wait for the historian yet to arise who shall meet all his longings for the history of the commonwealth, during these years that have sped so quickly.

Clarke's New School Geography: Forming the Third Part of Bancroft's Geographical and Historical Series. By Charles Russell Clarke, A.M. San Francisco: H. H. Bancroft & Co. pp. 105.

The admirable article of Mr. Clarke, on the Geography of California, which has occupied the leading pages of the closing numbers of this volume, forms an exposition of the character of the work now on our table. We need not, therefore, attempt an extended notice of the New School Geography, further than to say that the idea of Mr. Clarke, in his lecture, which we conceive to be the correct idea, so far as it goes, is well embodied in his book before us. There is no doubt that the schools on our coast will welcome the decision which we anticipate from the State Board of Education, at its next meeting, placing Clarke's New School Geography on the list of authorized text books, for all the Districts of California.

The Resources of California: Comprising Agriculture, Mining, Geography, Commerce, and the Past and Future Developments of the State. By John S. Hittell. Second Edition, with an Appendix on Oregon and Washington Territory. San Francisco: A. Roman & Co. pp. 494.

We are glad to see that Mr. Hittell's book has passed to a second edition, for it fills a space in the productions of authorship of great importance to our Pacific Coast. Others have given glowing accounts of journeys over our land, or have essayed to give the historical facts to which the few years of settlement have given birth; but Mr. Hittell has rather a taste for solid facts, and in this volume he has given us any quantity of them, arranged under fourteen distinct heads, or chapters, which are again subdivided into hundreds of sections, each with its own particular subject matter. By the aid of these sections we are able to make use of all the knowledge collected. The result is, therefore, a book which every Californian ought to have in his room; and every man who is meditating a trip to this coast will do well to purchase the book before starting. We may improve this occasion to add that the Teacher remembers, with gratitude, the fact that its very first number was enriched by an article from the pen of Mr. Hittell, contributed to its pages with no hope of pecuniary reward, and at a time when almost every sentence of his could command the coin of Eastern publishers.

A Smaller Classical Dictionary of Biography, Mythology, and Geography. By William Smith, LL.D. Abridged from the larger Dictionary. Illustrated with 200 engravings on wood. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 464.

This is the ninth edition of Dr. Smith's abridgment. The larger work is expensive, but is also the best of the classical dictionaries. This abridgment is of convenient size for a hand book, and contains all the information for which a classical dictionary is commonly used. In every public school there are pupils whose studies would be aided by the opportunity of consulting this inexpensive, but valuable and reliable compendium, of the subjects upon which it treats.

Illustrated School History of the United States. By G. P. Quackenbos, A.M. New York: D. Appleton & Co. pp. 514.

We have received a copy of the new edition, and are highly pleased with it, especially with the part pertaining to the late war. This book is now certainly superior to any of its kind, and is of great practical utility as a text book. The maps and cuts are excellent in execution, and furnish for the young historical aspirant a truthful representation of some of the most interesting scenes of the war with the South. The chapter on Buchanan's Administration is a most sensible exposition of the causes of the rebellion. The author does not cram his book with minor details, but, in connection with the principal events, gives just enough of the smaller ones to make it fascinating as a volume to be read, and pleasing as a text book. We urge upon teachers the propriety of at least glancing at the only complete and attractive history of our country. T.

Mosaics of Human Life. By Elizabeth A. Thurston. Philadelphia: J. B. Lippincott & Co. San Francisco: H. H. Bancroft & Co. pp. 305.

This is just such a book as one likes to find on the table, when waiting for somebody momentarily expected. The divisions, made by the compiler, are somewhat arbitrary; being as follows: Betrothal, Wedded Life, Babyhood, Youth, Single Life, Old Age. But the reason assigned for putting Betrothal first is very good, namely: there is one well authenticated beginning, which took place in Eden, and "if an Eden can be to mortals, perhaps the era of wooing and betrothal approaches it most nearly." The book is made up of extracts, varying from a line to a page or more in length; and if there were only the following in it, money would not be lost in its purchase; it is credited "Residuum of a Library:

"A SUMMARY SUMMING UP OF DIFFICULT SUMS.

"*The Sum of all Science*—Perhaps.

"*The Sum of all Morality*—Love what is good, and practice it.

"*The Sum of all Creeds*—Believe what is true (to you) and do not tell all you believe."

Elements of Intellectual Philosophy. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 292.

This is the most common sense book, on the subject, which we remember to have met. There is no attempt to display metaphysical skill; on the contrary, the writer is almost successful in *concealing* his art. We confess that it has been of benefit to us, after having looked over, with more or less care, most of the writers on mental philosophy; and we therefore commend it to the attention of our readers. Not that they should accept all they find therein, but that it will be of service to them in coming to the truth.

Union Pictorial Primer. By Charles W. Sanders. New York: Ivison, Phinney, Blakeman & Co. pp. 48.

A handsomely printed and well arranged little book for the first lessons of children. It will answer the purposes of parental instruction, in all respects, at least as well as any other primer; as to our Public Schools, they are provided for by the State series of text books, used under the authority of the State Board of Education.

Mr. Dunn Browne's Experience in the Army. Boston: Nichols & Noyes. San Francisco: H. H. Bancroft & Co. pp. 390.

The Rev. Samuel Fiske, whose letters from the Army are collected in this volume, received his death wound in the battle of the Wilderness, May, 1864. He enlisted as a private, and gave, in his letters to the Springfield *Republican*, his experiences in the ranks. Thoroughly educated, large hearted, full of fun by nature, he was successful in giving photographs of his "experiences;" and the volume, before us, enriched also by a biographical notice, will remain his memorial. It is among the most interesting and life like of the multitudinous books produced by participants in the great struggle for the nation's existence.

THE

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Department of Public Instruction.

RULES AND REGULATIONS OF THE PUBLIC SCHOOLS OF CALIFORNIA.

[Adopted by the State Board of Education, June 8th, 1866, in accordance with Section 2, of the Revised School Law, and required to be enforced in all Public Schools, according to Section 42, Subdivision 2, and Section 64, of the Revised School Law.]

SECTION 1. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils, at fifteen minutes before the time prescribed for commencing school, and to punctually observe the hours for opening and closing school.

SEC. 2. Unless otherwise provided by special action of Trustees or Boards of Education, the daily school sessions shall commence at nine o'clock, A.M., and close at four o'clock, P.M., with an intermission at noon of one hour, from twelve, M., to one o'clock, P.M. There shall be allowed a recess of twenty minutes in the forenoon session, from ten-forty to eleven o'clock; and a recess of twenty minutes in the afternoon session, from two-forty to three o'clock. When boys and girls are allowed separate recesses, fifteen minutes shall be allowed for each recess.

SEC. 3. In graded Primary Schools, in which the average age of the pupils is under eight years, the daily sessions shall not exceed four hours a day, exclusive of the intermission at noon, and inclusive of the recesses. If such schools are opened at nine o'clock, A.M., they shall be closed at two o'clock, P.M. In ungraded schools, all children under eight years of age shall be either dismissed after a four hours' session, or allowed recesses, for play, of such length that the actual confinement in the school room shall not exceed three hours and a half.

SEC. 4. No pupil shall be detained in school during the intermission at noon, and a pupil, detained at any recess, shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school rooms at recess, unless it would occasion an exposure of health.

SEC. 5. Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions and coöperate with them, not only during the school hours, but during the time when the pupils are on the school premises, before and after school, and during recesses. Assistants shall be held responsible for the order and discipline of their own rooms under the general direction of the Principals.

SEC. 6. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds.

SEC. 7. It is expected that teachers will exercise a general inspection over the conduct of scholars going to, and returning from, school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to citizens and strangers.

SEC. 8. Teachers shall prescribe such rules for the use of the yards, basements, and out buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.

Sec. 9. Teachers shall give vigilant attention to the ventilation and temperature of their school rooms. At each recess, the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are cautioned against hot fires, and a high temperature.

Sec. 10. Teachers shall enter in the school registers, in the order of their application, the names of all those applying for admission to the school, after the prescribed number of pupils has been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

Sec. 11. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

Sec. 12. No pupil shall be allowed to retain connection with any Public School, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs ; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished by the teacher with a list of books or articles needed, and one week shall have elapsed after such notice, without the pupil's obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to purchase such books.

Sec. 13. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees, or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of such action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher, or of a monitor who is made specially responsible for the care of the seats and desks. All damages done to school property by any of the pupils

shall be repaired at the expense of the party committing the trespass.

SEC. 14. All pupils who go to school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

SEC. 15. No pupils, affected with any contagious disease, shall be allowed to remain in any of the Public Schools.

SEC. 16. The books used, and the studies pursued, shall be such, and such only, as may be authorized by the State Board of Education; and no teacher shall require or advise any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

SEC. 17. It shall be the duty of the teachers of the schools to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 18. In all Primary Schools, exercises in free gymnastics, and vocal and breathing exercises shall be given at least twice a day, and for a time not less than five minutes for each exercise.

SEC. 19. The following supplies shall be provided by the District Clerk, under the provisions of Section 46, of the Revised School Law, on the written requisition of the teacher, viz.: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, penholders, slate pencils, crayon chalk, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats, scrapers, and stationery.

SEC. 20. Trustees are authorized and recommended to employ a suitable person to sweep and take care of the school house, and to make suitable provision for supplying the school with water.

RULES FOR PUPILS.

1. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey

promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing.

2. Pupils are required in all cases of absence, to bring, on their return to school, an excuse in writing, from their parents or guardians, assigning good and sufficient reasons for such absence.

3. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

4. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

5. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

6. Each scholar shall have a particular desk, and shall keep the same and the floor beneath in a neat and orderly condition.

INSTRUCTIONS TO TEACHERS.

1. Teachers will endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and coöperation, and to better understand the temperaments, characteristics, and wants of the children.

2. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text book, and instruct all their pupils, without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars, they are required to strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals, and manners, and deportment, as well as in useful learning.

3. Teachers should explain each new lesson assigned, if necessary,

by familiar remarks and illustrations, that every pupil may know, before he is sent to his seat, what he is expected to do at the next recitation, and how it is to be done.

4. Teachers should only use the text book for occasional reference, and should not permit it to be taken to the recitation to be referred to by the pupils, except in case of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned to the business of life.

5. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation, always in the same order, or in regular rotation.

6. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught, avoid all heavy plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

RULES FOR DISTRICT LIBRARIES.

(Adopted by the State Board of Education, June 8th, 1866.)

1. The Librarian appointed by the Trustees shall properly label and number each book in the district library, and keep a catalogue of the same, showing the title and number of each book.

2. The library shall be open for drawing and returning books —(here insert such time as may be determined by the Trustees and Librarian).

3. Every child, attending school, shall be entitled to the privileges of the library; but when the number of books is insufficient to supply all the pupils, the Librarian shall determine the manner in which books may be drawn.

4. No person shall be entitled to two books from the library at the same time, and no family shall draw more than one book, while other families wishing books remain unsupplied.

5. No person shall loan a library book to any one, out of his own house, under a penalty of fifty cents for each offense.

6. No person shall retain a book from the library more than two weeks, under a penalty of ten cents for each day he may so retain it; and no person may draw the same book a second time while any other person wishes to draw it.

7. Any person losing or destroying a library book shall pay the cost of such book and a fine of fifty cents; and any person injuring a book by marking, tearing, or unnecessarily soiling it, shall be liable to a fine of not less than ten cents, nor more than the cost of the book, to be determined by the Librarian.

8. Any person refusing or neglecting to pay any penalty or fine shall not be allowed to draw any book from the library.

9. The Librarian shall report to the Trustees, quarterly, the amount of fines imposed and collected, and the amount received for membership dues; and all moneys accruing from these sources shall be expended for the purchase or repair of books.

10. Any person, other than pupils attending, resident in the school district, may become entitled to the privileges of the school library, by the payment of an admission fee of one dollar, and a monthly membership of twenty-five cents.

11. Any person resident in the district, who shall pay to the Trustees the sum of ten dollars, shall be entitled to a life-membership privilege of the library.

12. The Librarian shall report, annually, to the District Clerk, on or before the tenth day of July, the number and condition of books in the library, the number and titles of books received by donation, the number and titles of books purchased, the amount of State School Library Fund expended, and the amount derived from fines and membership fees.

STATE SERIES OF TEXT BOOKS.

Adopted by the State Board of Education, June 8th, 1866, in accordance with Section ninety-six, of the Revised School Law.

[NOTE.—The members of the State Board were unanimously of opinion that no change in text books ought to be made at present, with the exception of adding Clarke's Geography to the list. The

books marked "adopted" cannot be changed for a period of four years from and after December 8th, 1866; those marked "continued" remain in use under the action of the former State Board of Education, and, not having been acted upon by the present Board, may be changed at any time during the next four years, if any change should be thought desirable. No change is at present contemplated.]

ARITHMETIC.

Adopted for four years.

Eaton's Primary,
Eaton's Intellectual,
Eaton's Common School,
Eaton's Higher.

GEOGRAPHY.

Allen's Primary (continued).
Cornell's Primary (continued).
Warren's Intermediate (continued for the present, with the recommendation that pupils be promoted as rapidly as possible into Clarke's Geography, and that as fast as practicable, Warren's Intermediate be superseded by Clarke's Common School Geography).
Warren's Physical (continued).
Shaw and Allen's (continued).
Cornell's Outline Maps (adopted).
Guyot's Wall Maps of Physical Geography (adopted).

GRAMMAR.

Greene's Introduction (adopted).
Quackenbos' English Grammar (continued).

READERS.

Willson's Entire Series, with charts (adopted).

PHYSIOLOGY.

Hooker's Elementary (adopted).
Hooker's Larger (continued).

HISTORY OF THE UNITED STATES.

Quackenbos' Primary (adopted).
Quackenbos' Larger (adopted).

NATURAL PHILOSOPHY.

Quackenbos' Natural Philosophy (adopted).

ALGEBRA.

Robinson's Series (adopted).

MORAL TRAINING.

Cowdery's Moral Lessons (adopted).

ENGLISH COMPOSITION.

Quackenbos' (adopted).

PENMANSHIP.

Spencerian, and Payson and Dunton's (both recommended).

BOOKS RECOMMENDED FOR TEACHERS.

Sheldon's Elementary Instruction.
Sheldon's Lessons on Objects.
Willson's Manual.
Russell's Normal Training.
Russell and Murdock's Vocal Culture.
Russell's Exercises on Words.
Well's Graded Schools.
Page's Theory and Practice.
Emerson's School and Schoolmaster.
Northend's Teacher's Assistant.
Wickersham's School Economy.
Kindergarten Guide.
Guyot's Earth and Man.
Mitchell's Planetary and Stellar Worlds.
Agassiz's Methods of Study in Natural History.
Agassiz's Sketches of Geology.
Barnard's Journal of Education.
Life of Horace Mann.
Life of Dr. Arnold.

COURSE OF STUDY.

SIXTH GRADE.

Reading, taught from Willson's Charts, using the word method. Alphabet taught when words can be called at sight. A set of

alphabet *blocks* will be found very useful. In the absence of charts, Willson's Primer must be used, and it may also be taken up after the charts are learned. Drill of two minutes at each lesson on elementary sounds. Oral language, or talking, taught by means of simple object lessons.

Numbers, counting to fifty, by use of objects only. A box of beans, or kernels of corn, or marbles, or small pebbles, can be used for this purpose, in connection with the abacus, or numeral frame. The use of objects in counting, instead of abstract counting, will enable children to form a more correct idea of the relative size of numbers, and will give a better foundation for arithmetical instruction. The Arabic figures may be taught from the blackboard, in connection with objects. Roman numerals to ten. Short lessons in addition may be given, using the beans at first, each pupil having ten, and afterwards using the fingers. Counting in this grade should be allowed to fifty, and addition to ten.

Slate and Blackboard Printing and Drawing.—All pupils of this grade must be provided with a small slate and pencil. Daily exercises on both slate and blackboard, in printing, from Willson's Chart Number Eleven, or from the primer, or from copies set by the teacher—capital letters, small letters, Arabic figures, lines, angles, etc. The pupils of this grade should be allowed to use the blackboard, during the recitations of other classes, at least twice a day, fifteen minutes or half an hour each time. Amusement is better than listless idleness.

Object Lessons, to train the perceptive faculties—sensation, perception, attention—will embrace lessons on:

Forms, including lines—straight, curved, parallel, perpendicular, vertical, oblique, and horizontal; angles—right, acute, and obtuse; surfaces—square and triangular.

Colors, the most common, such as red, blue, and yellow, from Willson's Color Chart, or in the absence of that, by classifying the colors of objects, such as grass, flowers, or articles of dress.

Miscellaneous objects, as articles of food, dress, or furniture, their parts and uses; the names of animals, plants, and vegetables, and their simplest uses. In these lessons the time must not exceed five minutes; only one or two new words should be introduced at a time, and every word and idea should be fixed in the mind. For

instruction in object teaching the teacher is referred to Willson's Manual, accompanying the charts, or to Calkin's or Sheldon's books, one of which should be in the hands of every teacher.

Manners and Morals, taught by explaining and enforcing habits of personal cleanliness, neatness in dress, order, obedience, and politeness, by *telling*, not reading, simple stories to illustrate the virtues of honesty, truthfulness, and kindness to one another, and to animals. Cowdery's Moral Lessons will be found invaluable for reference by the teacher, who should be able to tell the stories without the use of the book in school.

The time given to this grade must depend on the number of pupils it contains, compared with the other grades. The general rule must be *short exercises*, never exceeding ten minutes, and seldom five. The recesses of the children in this grade ought to be twice or three times the length of those for the older pupils. When in school they must be kept busy; and when there is nothing to be done, they ought to be out at play.

FIFTH GRADE.

Reading.—Willson's Primer, completed, and First Reader, begun, to be completed in this grade. Willson's Charts, Numbers Four, Five, Six, Seven, and Eight; spelling first from the Charts, then from Willson's Primary Speller, the words to be used in constructing oral sentences according to directions. Spelling lessons to be printed daily on the blackboard and on slates. Phonic spelling from Charts, Numbers Seven and Eight.

Numbers, counting to two hundred; counting by twos, fives, and tens, to fifty, and backward. Adding and subtracting numbers, not to exceed twenty in amount; mental operations to be expressed by written figures on the board and slates. This grade strictly limited to small numbers and simple operations, quickly performed.

Printing and Drawing.—Printing spelling lessons continued, and sentences begun. Drawing lines and angles, from Willson's Chart Number Eleven.

Object Lessons.—Lines and measures, forms and solids, and measures for the eye, from Willson's Charts, Numbers Eleven and Twelve. Colors, from Willson's Color Chart Number Thirteen, and box of hand color cards. In the absence of charts, the teacher will draw

on the board, lines, angles, and circles; surface forms, as triangle, parallelogram, hexagon, etc.; measures, such as inch, three inch, six inch, foot, and yard, square inch and square foot; or better still, sticks and pieces of board to illustrate the same, to be used in actually measuring objects and distances in the room.

Miscellaneous Lessons may embrace animals, birds, flowers, grains, vegetables, etc., from the charts, and confined mainly to names, parts, and uses.

Morals and Manners, as in the sixth grade, with the introduction of longer stories, read by the teacher, with applications more fully made. Committing to memory maxims and mottoes, such as are found in Willson's Manual.

Remarks.—In small schools, with few pupils, the fifth and sixth grades must be united in one. Short lessons and quick work; no exercise to exceed ten minutes at one time. Long recesses and plenty of amusement; make no smart children dull by long confinement and overwork.

FOURTH GRADE.

Reading.—Willson's Second Reader. Short class drill of one minute each, at each reading lesson, on inflection, emphasis, pitch, and force.

Spelling.—Willson's Primary Speller, with simultaneous class drill of two minutes each lesson, in phonic spelling, to secure distinctness of articulation and enunciation.

Arithmetic.—Eaton's Primary, counting by twos, threes, fours, fives, tens, and twenties, to one hundred, and backward; counting to two hundred, by bean boxes, if possible. Counting by objects is more difficult and more useful than abstract counting. Multiplication table begun, explained by objects and the numeral frame, and learned to six times twelve. Easy examples in addition and subtraction, performed on the board. Lessons of the Mental Arithmetic written on the board; short mental exercises, combining addition, subtraction, and multiplication. Numeration and notation, not to exceed one thousand; Roman numerals, to one hundred.

Geography.—Allen's Primary, used according to the instructions to teachers in the text book. Colton's Geographic Charts, if in school. Globe used to explain the shape and revolutions of the earth, and the relative positions of the grand divisions. Lessons in

local geography; directions of north, east, south, and west—not on the map, but out of doors; map of the school room; exercises in distances of places within five, ten, or twenty miles. Drawing all the maps of Allen's Geography on slate, paper, and blackboard.

Slate and Blackboard Printing and Drawing.—Printing lessons in arithmetic and spelling, both on board and slates; never leave the blackboard unused for a single minute; one grade can constantly be occupied. Drawing on slate and blackboard from margins of Spencerian Charts, from drawing cards, or best of all, from copies of the teacher.

Writing, on both slate and blackboard, first words from Willson's Chart Number Nine, then capital and small script letters.

Object Lessons may now be more systematically given, appealing to judgment as well as observation.

Colors reviewed and continued from the color charts. Forms reviewed and continued by using a box of geometrical solids. Animals from Willson's Charts; plants, forms and classes of leaves, and parts of flowers, from Willson's Charts.

Manners and Morals taught by lessons in Willson's Second Reader.

THIRD GRADE.

Reading.—Willson's Third Reader.

Spelling.— Willson's Primary Speller completed. All exercises in constructing sentences to be required as directed in the text book, as a preliminary to the study of grammar. Weekly exercise in collecting and writing words in common use, and the names of common objects.

Arithmetic.—Eaton's Intellectual. Multiplication table completed. Slate and blackboard drill exercises of five minutes, twice a week, in addition, subtraction, multiplication, and division. Lessons in mental arithmetic. Lessons on notation and numeration, extending to larger numbers.

Geography.—Cornell's Primary. All the maps to be drawn on slate, blackboard, or paper; Cornell's Outline Maps used in connection. Globe used for explaining latitude, longitude, tropics, and polar circles, and relative positions of places named in the geography. Map of county, town, or city in which the pupils live.

Exercises in distances of places in this State, and next the outline map of the State, with principal cities, rivers, and mountains.

Grammar.—Greene's Introductory to Part II, at the option of the teacher. Exercises in constructing sentences similar to those in Willson's Speller. Principal parts of speech.

Penmanship.—Writing on slate and blackboard continued. Blank copy books and pen used. Drill class exercises in position at the desk, holding the pen, using the fingers and arm, and on elements of letters. Copies to be set on the blackboard, in connection with the Spencerian or Payson & Dunton's Charts. Time, half an hour daily.

Drawing.—Slate and blackboard continued, and pencil drawing on paper begun. Forms of leaves from Willson's Chart Number Thirteen, and from drawing cards.

Object Lessons.—Willson's Charts continued according to directions. Begin collecting for the school cabinet specimens of rocks, minerals, ores, metals, grains, and other common objects, using them as topics. Lessons, fifteen minutes, twice a week.

Moral Lessons.—Cowdery's Moral Lessons. Making full application of lessons, for the purpose of exercising the conscience in judgment of acts and character. Pupils can now be taught the foundation of moral obligations, and the various classes of human rights and duties.

Remarks.—In this grade pupils begin to study lessons systematically. If the school is large the teacher can make daily alternations of reading and spelling, or of grammar and geography. It is by no means necessary that all the recitations should be daily.

SECOND GRADE.

Reading.—Willson's Fourth Reader; two lessons a week, in connection with Willson's Charts.

Spelling.—Willson's Larger Speller; two lessons a week, both written and oral, alternating with reading.

Arithmetic.—Eaton's Practical, begun and continued to decimal fractions; daily lessons. Eaton's Intellectual, continued; two lessons a week. Drill class exercises, of five minutes each, in written arithmetic, on rapid operations in addition and multiplication.

Geography.—Warren's Intermediate.* Learning the coarse print

* See note on this text book, page 8

and leading map questions. Cornell's Outline Maps, continued. Exercises in latitude and longitude of cities and countries on the globe. Outline maps on paper, every two weeks. Two lessons a week in geography, alternating with grammar.

Grammar.—Greene's Introductory, completed. Weekly compositions, embracing geographical descriptions, or descriptions of objects, considered under the head of object lessons. No composition on abstract topics.

Penmanship.—Pupils must now be taught how to write, fold, and address a letter; one letter a week, until the letters are correctly written. Engraved copy books of the Spencerian, or Payson & Dunton's system. Blank books still used for drill exercises. Pupils required to present monthly specimens for examination and credits.

History.—Quackenbos' Primary.

Object Lessons.—One lesson a week, fifteen to thirty minutes. Collection of cabinet specimens continued.

Moral Lessons.—One lesson a week, half an hour.

FIRST GRADE.

Reading.—Willson's Fourth, continued, or Fifth, taken up, if the class is competent to use it. Two lessons a week.

Spelling.—Willson's Speller, continued alternately with reading. Written exercises in constructing sentences, according to directions on each page of the Speller.

Arithmetic.—Eaton's Practical, continued. Exercises in writing promissory notes, orders, receipts, and business forms, twice a week, until all the pupils can execute neatly and correctly. Written examination of ten questions, once a month.

Grammar.—Quackenbos'. Pupils required to correct one another's written exercises and compositions, and to rewrite them before submitting to the corrections by the teacher. Grammar alternating with geography. Written examinations monthly.

Geography.— Shaw and Allen's Comprehensive. Specimen maps drawn once a month. Written geographical descriptions, and monthly review examinations in writing.

History.—Quackenbos' United States.

Physiology.—Hooker's Larger, alternating with history.

Bookkeeping, in place of writing; Payson & Dunton's Elementary.

Oral Instruction, in State Government, and in Constitution and Government of the United States, rights and duties of citizenship.

Remarks.—In schools numbering fifty pupils, it will probably be found necessary to have at least two classes in arithmetic and grammar, in this grade, and the same in the second. In reading, spelling, and geography, every effort should be made to keep the classes united.

ADVANCED GRADE.

Arithmetic.—Eaton's Practical completed, or High School begun.
Algebra.—Robinson's Elementary, alternating with arithmetic.
Reading.—Declamations and recitations.
Bookkeeping.—Advanced.
Grammar.—Analysis and composition.
Natural Philosophy.—Quackenbos'.
Elementary Drawing.
Geometry.

GENERAL EXERCISES.

The tact and skill of teachers will be shown in the arrangement of the general exercises of the whole school, or for two grades united. Some of these exercises should be as follows: In arithmetic, drill exercises of five minutes in mental examples, at least twice a week; slate and blackboard exercises of five minutes in adding columns of figures, for first, second, and third grades together; exercises in four elementary rules.

Declamations for the boys, and select readings or recitations of poetry by the girls, weekly or semi-monthly. Physical exercises daily, such as free gymnastic and other exercises, according to Lewis' or Watson's handbooks.

Spelling matches in oral spelling, uniting the three highest grades. Written spelling in the same manner.

General exercises of three grades in letter writing. Drill exercises of the whole school in penmanship, position at the desk, holding the pen, and elements of letters.

Allowing the pupils of one grade to question those of another, on any one of the school studies. Object lesson for the whole school. Singing should be a daily exercise, if possible.

Manners and Morals.—General lessons on such topics as lying,

stealing, profanity, intemperance, idleness, industry, honesty, truthfulness, duties to parents, obedience to authority.

Indispensable School Apparatus.—Willson's School and Family Charts, Cornell's Outline Maps, Map of California, a globe, Webster's New Pictorial Dictionary, set of writing charts, numeral frame, set of alphabet blocks, box of geometrical solids, a foot rule and a tape line; gill, pint, and quart measures; ounce, quarter pound, half pound, and pound weights (avoirdupois), and scales for experiments in weighing, a box of beans or marbles, a school cabinet.

STATE BOARD OF EDUCATION.

At the call of the Secretary, a special meeting of the Board was held in the office of the Superintendent of Public Instruction, June 5th, 1866. Present—Swezey, Sibley, Cottle, Minns, Tonner, and Swett. Absent—Gov. Low, Pelton, Hatch. Minutes of the last meeting were read and approved. Wesley Tonner, Superintendent of Common Schools of Santa Clara County, took the oath of office. The Committee on Course of Study, Mr. Minns, Chairman, reported in favor of the course of study recommended by the State Superintendent in his Biennial Report. The Board then went into committee of the whole for the consideration of the Report. After a lengthy discussion the committee rose, reported progress, and asked further time for consideration.

The Committee on Rules and Regulations, Mr. Swett, Chairman, reported a full set, which was considered in committee of the whole, and laid on the table for further consideration. The Board then adjourned to meet at 9, A.M., June 6th.

SECOND SESSION.

Board met at 9 A.M., June 6th, Swezey in the Chair, and adjourned to 9 A.M., June 8th, for the purpose of attending the commencement exercises of the College of California.

THIRD SESSION.

Board met at the office of the Superintendent of Public Instruction, June 8th, at 9, A.M. Present—Swezey, Sibley, Cottle, Tonner,

Minns, and Swett. The report on Rules and Regulations was first taken up *seriatim*, discussed, and adopted. The Committee on Rules for District Libraries then submitted a report which was adopted. The subject of "State Series of Text Books" was then taken up, when the following text books of the State series, now in use, were unanimously re-adopted for four years, viz.: Eaton's Arithmetics, entire series; Willson's Readers, entire series; Willson's Spellers; Greene's Introductory Grammar; Hooker's Elementary Physiology; Quackenbos' History of the United States; Cowdery's Moral Training; Cornell's Outline Maps; Guyot's Wall Maps. Clarke's New Geography was unanimously adopted in the series, to follow Warren's Intermediate, and with the recommendation that teachers introduce it in place of Warren's Intermediate, as soon as practicable. The following text books, formerly only recommended, were adopted for four years, viz.: Robinson's Algebra, full series; Quackenbos' Natural Philosophy; Quackenbos' English Composition. The following text books of the former State series were not adopted for four years, but ordered "continued" indefinitely: Allen's Primary Geography; Cornell's Primary Geography; Warren's Intermediate, to be gradually superseded by Clarke's Geography; Quackenbos' English Grammar; Hooker's Larger Physiology; both Spencerian and Payson & Dunton's Penmanship recommended.

The following works were recommended for use of teachers: Sheldon's Elementary Instruction, Sheldon's Lessons in Objects, Calkin's Object Lessons, Willson's Manual, Russell's Normal Training, Russell and Murdock's Vocal Culture, Russell's Exercises on Words, Well's Graded Schools, Page's Theory and Practice, Emerson's School and Schoolmaster, Northend's Teacher's Assistant, Wickershams' School Economy, Kindergarten Guide, Guyot's Earth and Man, Mitchell's Planetary and Stellar Worlds, Agassiz's Methods of Study in Natural History, Agassiz's Sketches of Geology, Barnards' Journal of Education, Life of Horace Mann, Life of Dr. Arnold.

The course of study recommended by the committee was adopted with the amendment made necessary by the adoption of Clarke's Geography, and Quackenbos' Composition, and other text books.

A Standing Committee on Library Books, consisting of Messrs.

Swett, Sibley, and Cottle, was appointed to report at the next meeting. A resolution, offered by Mr. Cottle, was adopted, authorizing the Superintendent of Public Instruction to have printed a sufficient number of labels for books belonging to district libraries, and to furnish school trustees with a supply of the same.

A communication was received from the State Board of Examination, signed by Swett, Bradley, and Marks, recommending certain teachers as eligible for life diplomas. After some discussion, life diplomas were ordered issued to Geo. W. Minns, Bernhard Marks, and H. P. Carleton, the remainder of the names being laid over for future consideration.

The Board then adjourned to meet at the call of the Secretary.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

The Board of State Normal School Trustees met at the office of the Superintendent of Public Instruction, June 5th, 1866. Present—Swezey, Sibley, Cottle, Tonner, and Swett. Mr. Minns, Principal of the State Normal School, made a detailed report of the standing of the members of the Senior Class in the school, and recommended the graduation of the entire class, which was adopted.

On motion of Mr. Cottle, the salaries of the teachers of the Normal School were ordered paid for one-fourth of the month of June. The Board then adjourned to meet at the call of the Secretary.

SECOND SESSION.

The Board met June 8th, at the office of the Superintendent of Public Instruction, at 1 o'clock, P.M. It was ordered that the State Normal School be re-opened on Wednesday, July 5th, 1866, in accordance with a previous advertisement of the Secretary.

The Executive Committee, to whom was referred the election of an assistant teacher to fill the vacancy occasioned by the promotion of Miss E. H. Houghton, nominated for the position Mrs. Beale, who was unanimously elected at a salary of one hundred dollars per month.

Mr. Sibley introduced the following resolution, which was unanimously adopted:

Resolved, That the Board of Education of the City and County of San Francisco be requested to allow the Trustees of the State Normal School to prepare and adopt a special course of study for the Training School.

A communication was read from Mr. Minns relating to the Cabinet of the Normal School, which was laid on file. The Board then adjourned, to meet at the call of the Secretary.

STATE NORMAL SCHOOL.—The closing exercises of the School, held in Lincoln Hall, June 7th, were attended by large audiences, and passed off to the entire satisfaction of everybody concerned.

The compositions were plain and sensible, the singing good, and the training classes well managed.

The regular programme was interrupted by two little episodes: one, the presentation to Mr. Minns, by his pupils, of a handsome service of silver plate; the other, the presentation to Mr. Minns, by the teachers of San Francisco, of a gold watch and chain. The following is a list of Graduates, and of the Order of Exercises of the State Normal School, June 7th:

GRADUATES.

Ervin D. Humphrey, Abner F. Olinger, Arthur Rodgers, Nelson S. Trowbridge, Silas A. White, Amey E. Campbell, Abbie A. Carswell, Almira T. Flint, Gazena A. Garrison, Lillie L. Gummer, Elizabeth York, Annie M. Holmes, Sarah E. Miller, Mary F. Metcalf, Mary S. Moulthrop, Mary J. Morgan, Lizzie A. Morgan, Frances B. Piper, Frances Simon, Maria L. Soule, Charlotte F. Stephenson, Elizabeth White.

ORDER OF EXERCISES.

In the Morning.

Prayer.

1. Hymn, by the School.
2. * "Requisites for success in Teaching," by Almira T. Flint.
3. "Sorrows and Pleasures of Childhood," by Elizabeth York.
4. The importance of well understanding Household Duties," by Frances B. Piper.
5. * "Soliloquy of one of the Mammoth Trees," by Amey T. Campbell.

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* Only those marked with an Asterisk were read.

6. Music—"Soft is the Morning Dew."

7. Exercise with a class from the Training School—on Form—conducted by Mary G. Heydenfeldt.

8. Calisthenics, by the same class, under the direction of Florence E. Smith.

9. * "Love of Nature," by Gazena A. Garrison.

10. "Autobiography of a School Desk," by Mary F. Metcalf.

11. "Silent Influences," by Mary S. Moulthrop.

12. "Calisthenics," by the School.

In the Afternoon.

13. Music—"Ring the Bell, Watchman."

14. "The Tyranny of Fashion," by Sarah E. Miller.

15. "Old School Books," by Elizabeth White.

16. * "Poetry," by Frances Simon.

17. Music—"Hark! 'T is Music Stealing."

18. * "Useful and Ornamental Women," by Lillie L. Gummer.

19. "The Simplest Pleasures the Best," by Abbie A. Carswell.

20. Exercises with the class from the Training School—

An Object Lesson by Annie M. Holmes.
In Reading and Vocal Culture by Almira T. Flint.
On Color, by Lillie L. Gummer.
On Morals and Manners, by Amey E. Campbell.
Singing, conducted by Susan A. Mowry.

21. * "Advantages of the Training School," by Annie M. Holmes.

22. * "A Life Plan," by Charlotte F. Stephenson.

23. "Our Thoughts," by Lizzie A. Morgan.

24. Calisthenics, by the School.

25. * "The Duties and Responsibilities of American Citizens," by Nelson S. Trowbridge.

26. * "The Permanence of Literary Fame," by Arthur Rodgers.

Music—America.

In the Evening.

27. Music—"Wake, my Harp."

28. * "Public and Private Life," by Ervin D. Humphrey.

29. * "From my Window on Sunday," by Maria L. Soule.

30. * " Earth's Benefactors," by Abner F. Olinger.
31. Music—(Duet and Chorus) " Pleasures of Spring."
32. * " Farewell," by Mary J. Morgan.
33. Music—" Charity."
34. * " Common Sense in Common Schools," by Silas A. White.
35. Music—" Say, will Summer Roses Bloom?"
36. Presentation of Diplomas, by Henry P. Carlton.
37. Addresses—By Rev. H. Stebbins, Hon. J. W. Winans, Hon. John Swett, State Superintendent, Judge E. D. Sawyer, Bernhard Marks, Esq., and G. W. Minns, Principal of the School.
38. Chant—The Lord's Prayer.

District School Tax.—Section 102, of the Revised School Law, requires some explanation. This section, as submitted to the Senate from the Committee on Education, provided that whenever the State and county money was insufficient to keep a free school five months, the Trustees should levy a tax for that purpose. The Senate amended Section 101, by making a class of districts, in which the taxable property exceeds $200,000, maintain a school without rate bill, for *five* months, and another class of smaller and poorer districts maintain a school *three* months without rate bills. Accordingly, Section 102 was amended, by inserting after the words " five months in each year," the clause " as required in the preceding section." The effect of this amendment was to provide that in districts having more than one hundred children and $200,000 of valuable property, the Trustees have power to levy a tax without vote, to keep a free school five months; and in other districts, with fewer children and less property, the Trustees have power to levy a tax for a *three* months' school.

Temporary Certificate.—Under the provisions of the Revised School Law no temporary certificates can be granted, either by County Superintendents or County Boards of Examination. The sluice gate which has flooded counties with low grade teachers is now shut.

Resident Editors' Department.

A Month among the Schools..—Our crowded columns allow only the briefest possible notes of a somewhat extended trip among the schools:

San Joaquin County.—In company with Superintendent Cottle we devoted one day to the city schools of Stockton, and one day to the county schools. Stockton has one fine brick Grammar school house, one good house for an Intermediate school, and several school shanties. The schools are in pretty good condition, but not yet fully graded, and without a specific course of study. The text books used are somewhat obsolete. The school at Woodbridge, taught by Mr. Leadbetter, is an excellent one, but the school house is one of the very meanest of the wretched apologies for school houses to be found in the State. Woodbridge is a thriving little town, and can well afford to build a house worth $3,000. The five other county schools we visited were small, but taught by good teachers, and in excellent condition. Superintendent Cottle has greatly raised the character of these schools by insisting on the employment of educated teachers, and the payment of fair wages. He devotes his entire time and attention to the schools, and yet his salary is only twelve hundred dollars a year.

Calaveras County.—Copperopolis has a good two story wood house, built at a cost of $3,000, one-half of which sum was donated by Thomas Hardy, formerly the lucky owner of the controling interest in the Union copper mine. The school is attended by one hundred and twenty pupils, and is crowded to its utmost capacity. A new primary house is much needed. Mr. Bacon and Miss Meader are the leaders. Through the courtesy of the Superintendent we were allowed to descend into the far famed "Union" mine, one of the richest and most extensive copper leads in the world. An evening lecture on public schools was well attended.

Murphy's.—Here we found a large, neat, convenient, well planned, and well situated school house, and a neat and orderly school. The school yard is large and filled with a most picturesque growth of young pines. At Angels we found a neat and pleasantly located house, a pleasant school, and a faithful teacher. San Andreas has a little house, perched on the summit of a barren hill, in regular old fashioned style. The furniture of the house is worse than the location. The school appeared well.

In one of the little districts, the name of which we cannot now recall, we

found a graduate of the State Normal School (Mr. J. A. Louttit) teaching a "model school." Mr. Louttit was not only *keeping* school, but *teaching* it. He holds a first grade State certificate in addition to to his Normal School diploma, and is a young teacher of great promise.

Mokelumne Hill.—Here we met Dr. Barstow, the enthusiastic County Superintendent of this county, who is engaged in teaching the school of the Hill. The school was not in session the day we were there. The house is a new one, well-built, but very poorly planned. A little taste, a little knowledge of school architecture—a suggestion from any teacher of common sense—would have secured a convenient house, without a dollar's additional expense.

Nevada County.—In company with Mr. Deal, the County Superintendent and editor of the *Nevada Transcript*, we passed a delightful day among the schools of Nevada City. The Trustees were fortunate, several years ago, in securing competent teachers, and have had the wisdom ever since to keep them. Mr. McChesney is Principal of the High School Department. The Primary schools are among the very best we have ever seen, and are good enough to suit the most fastidious critic. The only drawback to the Nevada schools is the heavy rate bill which each pupil is required to pay. Nevada has an assessment roll of over a million dollars, and ought to maintain schools by direct taxation.

Grass Valley.—During the past year the schools of this town have been gaining ground under the direction of good teachers and a careful Board of Trustees, but there is still room for improvement. The two school houses are crowded, and a new house is required. Rate bills are heavy, and the friends of free schools have never felt strong enough to carry a special tax. With a taxable property of two millions the schools ought to be made free.

At the last school census Grass Valley returned 838 children—a greater number than either Oakland, Placerville, or Petaluma, and nearly as many as either Marysville, San José, or Stockton.

Allison's Ranch.—A fine new school house has just been completed at this place at a cost of $2,500. The school numbers over a hundred children, most of them under ten years of age, and evidently born, not exactly in the mine, but around it.

The school was a very orderly one, and the room was ornamented by two magnificent flags—the "stars and stripes" and the banner of the "Emerald Isle," each of which cost not less than $250.

The citizens of this place deserve great credit for their efforts in establishing a good public school. We had the pleasure of descending the mine to the depth of five hundred feet, and of crawling through all its narrow drifts, and cavernous depths and wet "inclines." The Allison mine is one of the richest in the State, and has been extensively worked.

Yuba County—Timbuctoo.—This old "mining camp" has a large school and a fine teacher, Mr. Wells, a brother of the distinguished educator, Wm. H. Wells of Chicago—and an old tumble-down school house not quite so dilapidated as the one at Woodbridge, or two in the city of Stockton. We did not stop here, for stage coach riding is not quite so convenient as a private conveyance,

and we could not spare twenty-four hours time. Timbuctoo ought not to be associated with Central Africa, for the citizens intend to build a new school house during the coming school year.

At Marysville, finding that Mr. Stone, the active Superintendent of Yuba county, was out on a horseback tour among the mountain districts, we pushed on to Oroville.

Butte County.—We arrived at Oroville, according to previous appointment, in season to be present at the examination of the public school taught by Mr. Upham, ex County Superintendent of Butte County. The examination proved that Mr. Upham had been as faithful and efficient in the school room as in the office of Superintendent, which is a great deal. Oroville reports two hundred and ninety-one census children, and the number attending school is about one hundred and twenty-five. A new school house is much needed, and $2,000 has already been subscribed for building it. It is proposed to build a two story brick house at a cost of from five to six thousand dollars. An evening lecture on "Education," was attended by a good audience.

Chico.—R. H. Allen, the new County Superintendent, resides here, and is Principal of the public school. The new school house is built of brick, two stories high, is well arranged, and delightfully situated in a beautiful grove of oak trees. This is the finest school house in the State north of Marysville. The County Board of Examination held a session at Chico on the Saturday we reached there, and we had the pleasure of meeting quite a number of the excellent corps of teachers, which Mr. Upham secured for the schools; among them Dr. Schellhous, who is teaching at Cherokee Flat with excellent success, and Mr. Nutting, from Bangor District. Mr. Nutting obtained a State diploma last year, and ranks very high as a teacher. Dr. Schellhous holds a first grade State certificate. During the last two years Butte County has had good schools, because Mr. Upham and the County Board of Education would not allow poor teachers and cheap teachers to receive certificates. We hope Mr. Allen and the new Board will keep up the standard.

Tehama County.—At Red Bluff we hunted up County Superintendent Cressler, and devoted the day to visiting schools. Mr. Cressler is a practical teacher, and will make an excellent school officer. The school at Red Bluff is an excellent one, but the house is not creditable to the town. We noticed here a small geological cabinet, an index of the scientific taste of the teacher, Mr. Sanders. We made a pleasant visit to the Antelope District, three miles from Red Bluff, across the river. The school house is a model one built of cobble stones and cement, and as pretty and tasteful as a piece of shell work. The teacher, Mr. Morris, and the school, were in keeping with the school house. Mr. Bahuey, for three years County Superintendent of this county, resides in this district and sends his children to this school. Mr. Bahney was a very faithful and efficient school officer, and he evidently did not neglect his own district. Having a superior teacher, the Trustees intend to use him well, pay him a good salary, and hold on to him. Sensible men. Mr. Bahney owns a fine farm and orchard, which, it is hardly necessary to say, was not paid for out of his annual salary

of $250, as County Superintendent. We have a very pleasant recollection of Mr. Bahney and his family. Returning to Red Bluff, in the evening we addressed the citizens on the subject of "Public Schools." [*To be continued.*]

Girls' High School Commencement.—The second annual commencement exercises of this popular institution, Ellis H. Holmes, Principal, were held in Lincoln Hall, May 30th. The Hall was filled to its utmost capacity by an appreciative audience. The essays of the young ladies, or, according to the programme, "Girls," were as beautiful as the authors and readers, which is saying a great deal. The reading was particularly fine, and gave evidence of careful elocutionary culture. The singing was even finer than the reading, if such a thing were possible.

What they say of us.—The Cincinnati *News and Educator*, of April 28th, remarks:

"We are under obligations to the Hon. John Swett, Superintendent of Public Instruction for the State of California, for his first Biennial Report. It is a volume of 422 pages; it contains all the facts and figures usually found in such reports, and in addition, the remarks of the Superintendent have a weight of common sense, and a raciness of expression not usually found in similar documents. We design to transfer some of the good things in the volume to our paper."

A New School Journal.—We are glad to acknowledge the receipt of the *Cincinnati News and Educator*, a weekly paper devoted mainly to education, literature, and science. It is replete with useful and interesting matter, and cannot fail to be of great service in the work which has been so nobly done in the great State of Ohio—a State whose public schools yield the palm to none in the Union. We have some good Ohio teachers in this State, and we do them a favor by calling their attention to this paper. It is published by Nelson & Co., at Cincinnati, at the exceedingly cheap price of two dollars per annum in advance.

College of California.—The Commencement of this College occurred on the sixth of June, at the new College School Hall, in the presence of a large number of visitors. Four graduates received the honors of the Institution. An oration was delivered by Rev. Horatio Stebbins, of San Francisco. The honorary degree of A.M. was conferred on Geo. W. Bunnell, Master of the Latin High School, San Francisco, Henry P. Carlton, acting Principal of the State Normal School, E. D. Sawyer, Judge of the Fourth District Court, and Messrs. E. A. Tuttle and Henry W. Cleaveland. The meeting of the Associated Alumni of the Pacific Coast was held in the afternoon of the same day, and the alumni dinner is reported to have been a perfect success in the evening. The day was a good one for all concerned, from the State Board of Education down to the youngest member of the College School.

Newark (New Jersey).—The Ninth Annual Report of the Board of Education is received, showing the number of children 18,982, of whom were regis-

tered as pupils 11,945. There are 43 different schools, and the estimated value of houses and sites is $161,365. Superintendent Sears gives a plain, straight forward talk to the Board of Education, detailing progress and suggesting improvements. Among the tables we notice one giving the names of teachers, salary, number of times tardy, times lost by tardiness, times absent with permission and without permission, etc. Newark seems to have waked up from the lethargy which formerly characterized its public schools.

Union Institute.—Monterey and Santa Cruz counties held a Union Institute at Watsonville, during the month of May. We acknowledge the receipt of Prof. White's address before the Institute, and congratulate the teachers in attendance upon the fact of having among them a gentleman so capable of setting forth principles of such importance in so pleasant a form. The Pajaro Valley *Times* is doing good service by giving ample attention to educational matters. We notice not only Mr. White's address in full, but also the Quarterly Report of County Superintendent Stone to the Board of Supervisors, together occupying a full page of its issue, dated May 19th.

City Female Seminary.—We had the pleasure of listening to the examination of several classes, and to the commencement exercises of this Institution, under the charge of Rev. Charles R. Clarke, on the thirty-first of May. Three young ladies received diplomas, and the exercises were closed by an address from Rev. Dr. Scudder. The Seminary is one of the best private schools on this Coast, and is gaining popularity each year under the care of its accomplished Principal, the author of Clarke's New School Geography.

New York Reform School.—We have received, through the courtesy of E. H. Hallock, Esq., the "Forty-first Annual Report of the Managers of the Society for the Reformation of Juvenile Delinquents" to the Legislature of New York, being for the year 1865. The whole number of children received into the House of Refuge since its opening is 10,853. On the first of January, 1866, there was 939 inmates. In Mr. Hallock's report we find the following passage, which we take to be true, not only in reform schools, but in schools of every grade.

"The seat of our work is the heart. Each child presents a different problem of strange perversity, of weakness, and ignorance, and each must be addressed as its peculiar wants require; each must have individual management, encouragement for good conduct, pain for bad, instruction for doubt, tenderness for weakness, care for bad habits, and religious counsel for peculiar wants. As we are now situated, teaching is addressed to the mass rather than to individuals, and, as a result, while we are laboring, evil is intensified in the hearts of some who are not and will not be instructed, unless they are personally addressed."

Registry Act.—We have been favored with a copy of the Citizen's Hand Book; containing the Registry Act, the Constitutional Provisions defining the Right of Suffrage, and the Laws Regulating Elections. It is a pamphlet of sixty-four pages, with copious index, and will prove of great assistance to officers and citizens generally.

THE COMPLAINING TEACHER.—Our regular subscribers are not at all likely to be hit by the following words of Mr. Chunele, who summarily demolisheth those occupants of school rooms who consider their lot the hardest in the world. Our regular subscribers are the most contented people in the world, we imagine; but in order to sustain their contentment, as well as to show up those foolish persons who *borrow* the TEACHER, and then growl at its contents, we invite serious attention to our ancient friend, whose wrath is terrible indeed:

"It's nothing but one continued, unremitted swindle! All through life a teacher is shabbily dealt with, and those with whom he has anything to do shave him at every step."

Hear him! Forty years ago a poor, wee, helpless, contemptible little animal came into the world without either hair or feathers to cover him. For forty years he has bathed his lungs in balmy air, has slaked his thirst with crystal water, has reveled in the brilliant sunlight, has feasted his eyes with glories and his ears with melodies.

Not only has he taken and enjoyed, without permission and without thankfulness, God's choicest, holiest blessings, but all mankind have been slaves to him. Even before the arrival of the puny brute grand preparations were made for him. For ages before he came, the wisest and best of mankind collected, accumulated, and preserved knowledge to serve him. Ever since his unprofitable advent humanity has been toiling for him.

They have delved into the bowels of the earth for metals; they have felled the giants of the forest for timber; they have tilled the soil and ranged the world for material; they have built him houses, no one of which he could ever have furnished with glass in a lifetime; they have made him furniture such as he could not even imitate; they have adorned him with clothing and furnished him with thousands of conveniences which he could not even have imagined; they hold themselves in readiness to carry him with tremendous speed, in all imaginable safety and comfort, from one end of the earth to the other; to carry his written communications to his friends in distant parts, and to flash his messages to them on the edge of the lightning; they are constantly on the alert to provide him with the rarest productions from the remotest parts of the earth: and what does he do in return?

He spends six hours a day in the intensely interesting and pleasurable occupation of watching the swelling, opening, and unfolding of fifty or sixty immortal buds of intellect.

"Swindled at every turn!" "Shaved at every step!"

You ungrateful wretch, the day of reckoning is at hand. We'll make you show what you *brought* and what you've *earned* since you came here. Against the sum we'll place our just but gigantic bill, and we'll *compel*—yes, sir—we'll *force* a settlement. And how many centuries, at one cent a day, for that's all your labor will be worth in Tophet, will it take you to earn the balance, carrying brimstone in coal scuttles, to torture better, but more unfortunate, fellows than yourself? Think of it and weep.

STATE NORMAL SCHOOL REPORT—for twenty-four days from May 4th to June 7th, inclusive:

Whole attendance during the month	72
Whole attendance of females	65
Whole attendance of males	7
Average daily attendance	67
Percentage of attendance	94
Whole number of counties represented	19

Four pupils left school this month to take schools in the country.

Boston.—The Eleventh Semi-annual Report of the Superintendent of Public Schools, John D. Philbrick, Esq., is before us—a well printed document of 73 pages, full of valuable suggestions and information. The expenses for school purposes are set down at $643,774, which amount Mr. Philbrick uses in comparing sundry years together to show that Boston is not running into extravagance in her expenditures for schools. This policy "has enabled us," he says, "to provide tuition at twenty dollars per pupil, as good, perhaps, as is afforded in private schools at two hundred dollars, or ten times the rate. It has enabled us to make greater progress than any other large city has made toward the true ideal of a system of public education, which requires that *the schools shall be free to all, good enough for all, and attended by the children of all.*" About twenty-five pages are occupied with remarks on Object Teaching, which, properly understood, he cordially endorses. At the close of the report, fitting allusion is made to the series of lectures upon different branches of Natural History, which was prepared expressly for the teachers of the public schools of Boston. At the introductory meeting the teachers were addressed by His Honor the Mayor, Governor Andrew, President Hill, of Harvard University, Geo. B. Emerson, LL.D., and other eminent friends of education. The lectures embraced branches of Natural History of the deepest interest. They were attended by about six hundred teachers, representing more than twenty-seven thousand children. Their influence for good cannot be overestimated.

California Prison Commission.—At the last meeting of the Trustees, the Agent, Mr. James Woodworth, presented his report for the preceding quarter. The following are some of the statistics of the work performed:

"Whole number of interviews with prisoners, before and after their release, 854; number of prisoners conversed with for the first time, 412; number assisted in various ways, 106; number furnished with board for periods varying from a single meal to three weeks, 15; number supplied with money, in small sums, generally those leaving the city for the interior, where they had friends, or hoped to find employment, 14; with clothing, 4; number furnished with means to leave the city for various points, 14; number released from confinement (in the City Prison), their further detention not being demanded by justice or the interests of society, such release being secured by the efforts, in various ways, of the Agent, 32; commutation of sentence secured in three cases; visits to the office of the Commission by discharged prisoners, 100; visits by the Agent to the State Prison, 5; to the County Jail, 44; to the City Prison, 81; addresses to prisoners, 4; letters written, 34; articles for publication, 5; money collected, $288.50, and about 1,000 business calls made. Correspondence has been opened with several societies similar in character in the East, and documents received from them, bearing on the work, which it is designed to place in the hands of persons who need and who desire information in regard to the nature and practicability of such enterprises as the one undertaken by the California Prison Commission."

The Commission seem to be doing good work, and deserve the support, moral and pecuniary, of the charitable citizens of this State.

Primary Examinations.—The unexpected pressure on our space in consequence of the work done at the last meeting of the State Board of Education, must be the excuse for deferring the article on the Primaries promised in our last issue. It will be equally good for August consumption, and our readers must wait.

STATE NORMAL SCHOOL.—Report for the four weeks, from April 9th to May 4th.

Whole number enrolled during the month	81
Whole attendance of females	73
Whole attendance of males	8
Average number belonging during the month	77
Average daily attendance	71
Per centage of attendance	92
Number in Senior Class	24
Number in Junior Class	35
Number in Sub-Junior Class	22
Whole number of counties represented	19

In the Training School there are 360 pupils in all, 158 boys and 202 girls. The average number belonging is 284; the average attendance is 269; per centage of attendance, 95.

SALARIES OF TEACHERS.—The inhabitants of Yankee land are notoriously fond of the almighty dollar, and are currently charged with being fond of "small potatoes;" in evidence of all which, read the following list of salaries paid to school teachers in the vicinity of the "Hub:"

"In Charlestown: Principal of the High School, $2,200; submaster, 1,600; first assistant, $750; second, 575; third, $450; fourth, $450; principals of grammar schools, $1,800; submaster of Winthrop School, $1,400; of the Prescott, $1,000; submasters of Warren, $600; head assistants of grammar, $550; assistant teachers, $450; teachers of intermediate schools, $500; teachers of primary, $450; teacher of music, including rent of pianos, $1,300. In Roxbury: Principal of the High School, 3,000 per annum; principals of the Washington, Dearborn, and Comins Schools, $2,000; principal of the Dudley School, 1,000; first assistant of High School, $1,000; second assistant of High School, $700; teacher Ex-Seniors, $600; first and second assistants in grammar schools, each $550; all others, do., $450 first year, $500 afterwards; teachers in primary schools, $400 for first year, $425 for second, and $450 for third year. In Chelsea: Mr. Pitman, High School teacher, $2,300 per annum; assistants, $700 each; Mr. Payson, grammar school, $1,800; teacher of girl's grammar school, $1,200; and all other teachers, twenty-five per cent. increase.

In this connection, we may fitly quote from the Massachusetts Report, for 1866:

"Without good teaching, a school is but a name. But good teaching can be had only from men and women of high ability and ripe culture, and to suppose that such men and women can be attracted to the laborious profession of teaching without adequate compensation, is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly; and if the character of our Public Schools is to be elevated and improved—if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries

paid. The demand creates the supply. If there is a real demand for gifted men and women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women will not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open, while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons—and only such can be good teachers—can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching, without stronger inducements than have yet been offered. As to the pecuniary ability of the Commonwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio falls even below this small fraction."

Progress in Harvard College.—A recent report to the Board of Overseers of Harvard College, of the Examining Committee in the department of Modern Languages, signed for the Committee by the Rev. Dr. J. F. Clarke, points out very emphatically the neglect the modern languages suffer, and the inferior place they hold in the College curriculum, and proposes some remedies in addition to those already adopted during the past year. The committee show, that while a minute knowledge of a very large amount of Greek and Latin, and a careful preparation in mathematics, are required for admission to the College, a student "is not required to be acquainted with any modern language, not even his own;" that, after admission, while "for the *two* ancient languages, the university provides *six* instructors, for the *four* modern languages, French, German, Spanish, and Italian, it provides *three*," and that these three are so ill paid, that "one of them, M. Bôcher, a most excellent instructor in French, has been compelled to resign, and another very valuable German teacher, Mr. Krauss, is scarcely retained;" that the study of modern languages has been systematically discouraged by a lower scale of rank in this department than in the others. The best recitation in French and German only gave a mark of six, while in Latin, Greek, and Mathematics, the highest mark was eight. Scholars, therefore, who studied for rank, and desired a part at Commencement, could not *afford* to take modern languages as an election. The committee proceed to notice an improvement which has taken place in the arrangements during the present year, that whereas, previously, Greek and Latin, required studies, occupied in the Freshman year ten hours of recitation per week, while modern languages were not studied, except voluntarily, in the higher classes, now two recitations per week, in modern languages, are required during the Freshman and Sophomore years. But they suggest further progress, and close their report with the following recommendation:

"When we consider the absolute need of a knowledge of French and German in almost every profession and pursuit to which our graduates are likely to devote themselves—that for the study of natural history, medicine, theology, engineering, botany, chemistry, astronomy, geology, mining, the fine arts, these studies are quite indispensable—we cannot but hope that the reform, now happily inaugurated, may be carried still further. We would venture, for example, to suggest:

1st. That some knowledge of the French language be required for admission into the

university, even though, in order to do this, the present demand, for example, of a knowledge of the Greek accents should be relinquished.

2d. That *as much* time and study shall be given in the curriculum to the *four* modern languages, as is devoted to the *two* ancient languages.

3d. That the *compensation* paid to the teachers of the modern language department be such as to secure and retain the services of accomplished and able men.

4th. That equal rank be given to students for success in these studies, as in other departments, so that there shall be no discouragement on the part of the faculty to their choice as elective studies."

Girls' High School.—Not being able ourselves to attend the Examination of this excellent institution, we have the pleasure of presenting our readers with a translation from *Le National*, the spirited French weekly of our city, giving an account of what was seen and heard there:

"We are still quite excited by the examination of the High School which we attended last Monday. We repaired to the Bush Street School with some apprehensions, but after two hours of lively and sustained interest, we withdrew feeling a degree of pleasure, which is still undiminished.

"Imagine an assembly of about a hundred young girls, collected to undergo an examination which must exercise a certain influence upon their future; a very numerous audience of relatives and acquaintances, and an Examining Committee, composed of a part of the Board of Education. Notwithstanding all these surroundings, we saw no evidence that these young pupils felt any fear of failure in their examinations; to the questions addressed to them, all replied with justness and precision, with modesty but assurance.

"In all the branches in which they were examined there was something surprising in the certainty of the replies, the tact of the expressions, and the ripe judgment shown by the pupils; but we were especially interested by the manner in which they passed their examination in French; to the numerous questions addressed to them in that language, all replied with clearness and precision, and especially with a purity of pronunciation which was astonishing; some had a little English accent, which far from being disagreeable, had, on the contrary, something which gave a peculiar charm. In order that no one should suspect that the questions and answers had been prepared previous to the examination, *Le National*, which was published some hours before, was taken, read, and translated as if by a professed grammarian.

"After that trial, they passed to another exercise which diffused a genuine enthusiasm and gaiety amid the audience; a conversation took place between the pupils, on one side, and the Examining Board and teacher on the other. To the question, put to the scholars, what they intended to do to continue their French studies and not to lose what they had learned, some replied that they would read many French books, that they would make translations, that they would seek all occasions to speak French; one said she would subscribe for *Le National*, which was much applauded. (We shall see whether she keeps her promise.) But another put the crowning point to the general good humor, by answering: 'I will marry a Frenchman.' This is not the worst means.

"The day was good for all; for the Examining Board, who were astonished and delighted by such results; for the pupils, who had the consciousness of their progress; for the audience, who carried away the most agreeable remembrance of that session; and especially for the teacher, who appeared proud of the success of her pupils, and happy at the marks of sympathy which had been lavished upon her."

THE

CALIFORNIA TEACHER.

AUGUST, 1866.

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[For the California Teacher.]

EXAMINATION FOR PRIMARY SCHOOLS.

The primary schools of this city were examined on the annexed papers, for promotion, during the month of May.

Each pupil was examined upon the *whole* of the paper belonging to his grade; so that every child in the city of a certain grade underwent the same examination.

This seemingly laborious piece of work was generally performed by the principals of the several districts, with several assistants each. All the pupils of the class were required to have their slates ready. Their names had been previously written in a list opposite ruled columns conveniently arranged and headed with the several studies.

Pupil No. One went to the first examiner and was examined and marked on the slate which the pupil carried. Pupil No. Two was then examined in like manner by the same examiner, while No. One went to the second examiner to be examined in spelling which was marked under the reading, one credit for each word correctly spelled, and then passed successively into the hands of the third, fourth, and if necessary in the higher grades, even the fifth examiner; the last one making a permanent record of the result in each case.

It should be stated that each pupil was examined apart from all

the rest, and the various classes of the same grade throughout the city were examined as nearly as possible at the same time.

The oral instruction, part of the examination, was intended principally to test the child's power of expression and habit of answering promptly and intelligently; hence, such questions were selected as they could not fail to be familiar with.

I will add a few interesting and amusing incidents and facts.

To the question: "What great, good man do you know anything about?" they answered in every instance and with the greatest promptness: "George Washington," or "Abraham Lincoln," and sometimes both.

To the question: "To what uses may a cow be put?" they would generally answer: "I don't know;" but when varied thus: "What is a cow good for?" the answer would come promptly enough: "Milk; milk her; milk him; to get milk from; meat; to eat; to eat her up; leather; sheepskin."

When asked: "What are used in making books?" very many said: "I don't know;" but when asked: "How do they make books?" or, "What do they make books out of?" they seemed to be ready with an answer. Generally, those who had received little or no instruction in the *object method* could think of nothing but paper; but those who had been so instructed, almost invariably answered: "The skin of an animal; sheepskin; leather; pasteboard: thin boards; types; metal;" and only after more questioning would they mention "*paper*," as if they thought it only an insignificant part of a book, or considered it too obvious to be worth mentioning.

To the question: "How should young persons treat older ones?" they frequently answered: "I don't know;" but when asked: "How should little folks treat old people?" the answers came like sticks out of popguns: "Good; nice; give 'em something to eat; give 'm a knife and fork; be kind to 'em; never throw any stones; make money out of 'em." Only one little fellow out of a class of sixty pupils that had been uncommonly well drilled in *object teaching* used the word "*respect*," and he used it in the plural.

One bright little girl who had but recently entered the school and had never been instructed concerning forms and solids, on being shown successively a parallelopipedon, cylinder, and pyramid,

and required to name them, almost *shouted*, with a gleam of triumph in her eye: "Square stick; round stick; sharp stick."

One conversation ran thus:

Examiner—What is a quadruped?

Pupil—Anything that has four legs.

E.—This table has four legs—is it a quadruped?

P.—Yes, ma'am.

Another ran thus:

Examiner.—What is a quadruped?

Pupil—Any animal with two legs.

E.—Am I a quadruped?

P.—Yes, ma'am.

On being required to recite a maxim, they generally repeated the "Golden Rule of Life," sometimes, however, with slight but important variations, thus: "Do unto others as they do unto you." "Do unto others as they would have you do unto them." "Do unto others as you would do unto them."

One fat, sleepy, little fellow, on being asked the questions pertaining to the seventh grade, the examiner waiting long, patiently, and in vain after each, gave the answer to the first, after the fifth had been propounded, thus: "What are cows good for? What is a biped? What is a quadruped? How are books made? How should little boys treat old persons?"

"Milk 'em."

FIFTH GRADE—QUESTIONS.

Reading.—Willson's Second Reader, page .—10 Credits.

Spelling.—Naughty, frozen, breeze, knowledge, weapon, robber, waistcoat, collar, naming, skittish, shaggy, weasel, gender, fields, breeze, bayonet, biscuit, speller, carried, valleys.—20 Credits.

Geography.—1. What is a bay? 2. What gulf between the peninsula of California and Mexico? 3. Name three branches of the Mississippi River. 4. What strait separates Asia from America? 5. What ocean north of North America? 6. What mountains in the western part of South America? 7. What mountains in the eastern part of the United States? 8. What bay in the western part of California? 9. What is the capital of British America? 10. What sea south of Europe?

ARITHMETIC—*Addition and Subtraction.*—17+13; 26+14; 19—12; 14+13; 16+5—9. — 5 Credits.

Multiplication and Division.—12×11; 9×12; 6×8; 56÷8; 96÷12. — 5 Credits.

Tables.—Long Measure, Avoirdupois Weight, Liquid Measure, Square Measure. — 10 Credits.

Read and Write 607, 500, 6060, 98038, 750070. — 5 Credits.

Read and Write XCIX, D, LXIX, MDCCC, LXVI, XC. — 5 Credits.

How many yards of cloth at 7 shillings a yard, can be bought for 42 shillings?

Lucien, having 20 marbles, gave 9 to Henry and 6 to John; how many had he left? — 5 Credits.

Abbreviations.—Geo., Heb., MS., A.D., Ex., Esq., Cwt., Dr., N.B., Cal. — 10 Credits.

Tell whether the following substances are animal or vegetable: cotton, woolen, silk, flax. Name the classes of shells. What is a carniverous animal? Name the different parts of a tree? From box of forms name cylinder, frustrum, parallelopiped. — 10 Credits —— 100.

SIXTH GRADE.

1. *Write* 5406, 80,080, 600,006, 1,000,000; XIX, LV, LXI; friend, school, own name.—10 Credits.

9+8, 3+5+6+7+9; 12—8, 16—7; 8×7, 9×4, 9×9; 21 ÷3, 45÷9, 49÷7.—10 Credits.

2. *Reading.*—Second Reader, page .—10 Credits.

Spelling.—Truthful, fiercely, skein, beardless, discreet, disguise, pursuit, besiege, headache, cartridge.

4. How is wool produced? What are the uses of trees? How is sugar made? Who is the President of the United States? What great good man do you know anything about?

5. *Abbreviations.*—A.B., Ala., Del., B.C., Cal., Lieut., M.D., Pay't, Nov., Maj.—10 Credits.

6. At 9 shillings a bushel, what will 8 bushels cost? If one book costs seven cents, what would 9 cost?—10 Credits.

7. What are ?—10 Credits.

8. *Read* 303,406, 300,065, 100,001, 3,003,003; XIV, XXIX, XLIX, XCV, CCXIV.—10 Credits——100.

SEVENTH GRADE.

1. *Write* 5,406, 600,006, 1,000,000; XIX, LXI.—5 Credits.
7+9, 3+4+5+6+7; 14−6, 8−5.—5 Credits.
2. *Reading.*—First Reader, page.—10 Credits.
3. *Spelling.*—Voter, crazy, summit, barren, answer, beastly, future, balance, patent, healthy.—10 Credits.
4. 2×9, 3×7, 3×9, 4×6, 5×8.—5 Credits.
5. What are ?—5 Credits.
6. To what uses can a cow be put? What is a biped?—quadruped? What are used in making books? How should young persons treat older persons?—10 Credits——50.

EIGHTH GRADE.

1. *Reading.*—First Reader, page.—10 Credits.
2. *Spelling.*—Knows, beard, noise, aunt, what, draws, leaves, trial, meadow, shelves.—10 Credits.
3. 3+2, 3+7, 4+6, 5+8, 8+7.—5 Credits.
4. 1+2+3+4+8+3.—5 Credits.
5. What are ?—5 Credits.
6. *Write* 586, 704, 9000, 40,006, 50,060.—5 Credits.
7. *Read* 303, 406, 300,065, 100,011; XLIX, XC.—5 Credits.
8. Name the parts of a tree. What is a quadruped? What is a biped? Name the primary colors. Recite a maxim.—5 Credits ——50.

NINTH GRADE.

1. *Reading.*— Primer, page.—10 Credits.
2. *Spelling.*—Fish, know, vain, hear, poor eggs, John, hair, head, eyes.—10 Credits.
3. Count backwards from 76 to 63.—5 Credits.
4. Add 2+3, 2+4, 3+2, 3+5, 4+6.—5 Credits.
5. Addition Table, 3s.—5 Credits.
6. What are ?
7. What good maxim do you know?—5 Credits.
8. *Write* 18, 26, 50, 87, 94.—5 Credits.
9. *Read* XXV, XL, XLIV; 405, 680.—5 Credits——50.

TENTH GRADE.

1. *Read* from Chart 10 words.—10 Credits.
2. *Spell* by letter 8 words from Chart.
3. *Spell* by sound 2 words from Chart.—10 Credits.
4. *Count* from 35 to 46.—10 Credits.
5. *Read* 185, 360, 408.
6. *Write* 49, 18.—10 Credits.
7. What are ?
8. What good maxim do you know?

A VALUABLE HISTORICAL RECORD.

The following is a list of the Presidents and Vice Presidents of the United States as well as those who have been candidates for those offices, since the organization of the Government:

1789—George Washington and John Quincy Adams, no opposition.

1797—John Adams, opposed by Thomas Jefferson, who having the highest electoral vote, became Vice President.

1801—Thomas Jefferson and Aaron Burr, beating John Adams and Charles C. Pinckney.

1805—Thomas Jefferson and George Clinton, beating Charles C. Pinckney and Rufus King.

1809—James Madison and George Clinton, beating Charles C. Pinckney.

1813—James Madison and Elbridge Gerry, beating De Witt Clinton.

1817—James Monroe and Daniel D. Tompkins, beating Rufus King.

1821—James Monroe and Daniel D. Tompkins, beating John Quincy Adams.

1825—John Quincy Adams and John C. Calhoun, beating Andrew Jackson, Henry Clay, and Mr. Crawford, there being four candidates for President, and Albert Gallatin for Vice President.

1829—Andrew Jackson and John C. Calhoun, beating John Quincy Adams and Richard Rush.

1833—Andrew Jackson and Martin Van Buren, beating Henry Clay, John Floyd, and William Wirt, for President, and William Wilkins, John Sergeant, and Henry Lee for Vice President.

1837—Martin Van Buren and Richard M. Johnson, beating William H. Harrison, Hugh L. White, and Daniel Webster for President, and John Tyler for Vice President.

1841—William H. Harrison and John Tyler, beating Martin Van Buren and Richard M. Johnson. Harrison died one month after his inauguration, and John Tyler became President for the rest of the term.

1845—James K. Polk and George M. Dallas, beating Henry Clay and Theodore Frelinghuysen.

1849—Zachary Taylor and Millard Fillmore, beating Lewis Cass and Martin Van Buren for President, and William O. Butler and Charles F. Adams for Vice President. Taylor died July 9th, 1849, and Fillmore became President.

1853—Franklin Pierce and William R. King, beating Winfield Scott and W. A. Graham.

1857—James Buchanan and John C. Breckenridge, beating John C. Fremont and Millard Fillmore, for President, and William L. Dayton and Andrew J. Donelson, for Vice President.

1861—Abraham Lincoln and Hannibal Hamlin, beating John Bell, Stephen A. Douglass, and John C. Breckenridge for President, and Edward Everett, Herschel V. Johnson, and Joseph Lane for Vice President.

1865—Abraham Lincoln and Andrew Johnson, beating George B. McClellan and G. H. Pendleton. Abraham Lincoln was assassinated the fourteenth of April, 1865. Andrew Johnson became President for the balance of the term.—*Selected.*

The number of Colleges in the loyal States is as follows: Maine, 2; New Hampshire, 1; Vermont, 3; Massachusetts, 6; Rhode Island, 1; Connecticut, 3; New York, 20; New Jersey, 3; Pennsylvania, 20; Maryland, 10; Delaware, 1; Ohio, 24; Illinois, 15; Indiana, 13; Kentucky, 8; Iowa, 7; Michigan, 4; Missouri, 11; Minnesota, 3; Oregon, 3; Wisconsin, 10; California, 4. Total, 172—at least 125 too many.

Department of Public Instruction.

STATE NORMAL SCHOOL COURSE OF STUDY.

The following course has been adopted by the Executive Committee of the Board of Trustees, for the present five months' term of the school. It will be observed that it relates to the "Art of Teaching," rather than to the art of text-books.

SUB-JUNIOR CLASS.

Arithmetic.—"Eaton's Common School," to Per centage.

Eaton's Intellectual complete.

Drill Exercises on slate and blackboard. in the elementary rules, five minutes a day.

Particular attention given to neatness of blackboard work.

Geography.—Clarke's Geography, section relating to the Pacific States. Use of the Globe in Primary schools, illustrated. Elementary Map Drawing for Primary schools, illustrated. Exercises in local Geography.

Grammar.—Greene's Introduction. Weekly *ex tempore* composition on topics assigned by the teacher in connection with object lessons.

History of United States.—Quackenbos', to Part Fourth.

Reading.—Willson's Fifth Reader, alternating with spelling. Daily drill of five minutes on the elementary sounds, from Willson's charts, and vocal exercises as specified in the State course of study.

Penmanship.—Exercises in blank books, illustrating principles, twice a week, thirty minutes each time. Also exercises on the blackboard by the whole class.

Drawing.—Exercises on blackboard in printing and drawing, twice a week, illustrating exercises suitable for primary schools.

Calisthenics and Gymnastics.—Use of Mason's Manual; daily

exercise of five minutes; the pupils required to take turns in leading the class.

Object Teaching.—Sheldon's Elementary Instruction.

Moral Lessons.—Cowdery's Lessons, twice a week, conducted by pupils in rotation.

General Exercises.—Half an hour each day must be devoted exclusively to methods of teaching, and exercises relating to the State course of study for the 6th, 5th, and 4th grades, and to the State Training School.

JUNIOR CLASS.

Arithmetic.—Eaton's Common School, completed.

Algebra.—Robinson's Elementary, begun.

Grammar.—Quackenbos', begun. Exercises in *ex tempore* compositions on assigned topics, once in two weeks. Exercises in writing, folding, and addressing letters. Compositions on subjects selected by the pupils once a month.

Geography.—Clarke's, completed. Exercises in map drawing and use of the globe.

Physiology.—Hooker's, begun; 2d term.

History of United States.—Quackenbos', completed; 1st term.

Reading.—Russell's Vocal Culture, alternating with Willson's Speller. Vocal exercises adapted to the State course of study.

METHODS OF TEACHING.

Half an hour daily to be devoted exclusively to the art of teaching. *Sheldon's Elementary Instruction*, used as text-book. Page's Theory and Practice, read in the 2d term. State course of study for 3d and 2d grades. Use of Willson's Charts.

Calisthenics.—Mason's Manual. Daily exercise of five minutes, conducted by pupils in rotation.

Penmanship.—Exercises on slate, blackboard, and paper, adapted to 2d and 3d grade classes.

SENIOR CLASS.

Arithmetic.—Eaton's Higher, alternating with Algebra.

Algebra.—Robinson's Elementary, alternating with Arithmetic.

Grammar.—Quackenbos'.

Natural Philosophy.—Quackenbos'.

Physiology.—Hooker's Larger, completed, and studied in connection with the manikin.

Botany.—Second term; Gray's.

Normal Training. Russell's.

Vocal Culture.—Russell's and Murdock's, completed, alternating with spelling.

Physical Geography.—Guyot's Wall Maps; Second term.

Penmanship.—Twice a week.

Methods of Teaching.—State course of Study. Rules and Regulations. Use of State Registers. School Law. Half an hour each day to be devoted exclusively to methods of teaching, and school management.

General Exercises. — Select Readings; Declamations, and reading of Compositions weekly in each class-room on Friday, and monthly as a general exercise for the whole school. Exercises in free Gymnastics, with dumb bells, rods and rings, etc., daily, fifteen minutes.

Training School.—Pupils shall be detailed to teach in the Training School, one week at a time, in the following order: Two from the Senior Class, and two from the Junior Class, detailed each week in alphabetical order.

Two pupils each day shall be detailed from the Sub Junior Class, to visit the Training School, and observe methods of teaching. The Principal of the Normal School shall visit the Training School half an hour daily to observe the methods pursued by the pupil teachers.

The Assistant Teachers in the Normal School shall visit the Training Classes at least once a week, for a time not less than one hour each visit. The credits obtained in the Training School shall be kept by the Principal of the State Normal School in a record separate from the term record of the pupils, and shall form an important part of the graduating standard.

State Teacher's Institute.—A State Institute will be called in the City of San Francisco, early in May, 1867.

Northern District Institute.—A Grand Union County Institute will be held in the city of Marysville, next October. The

following counties will unite, viz: Yuba, Sutter, Butte, Tehama, and possibly Sacramento, Sierra, and Plumas. An examination for State Certificates will be held by the State Board of Examination. Under the management of the able corps of County Superintendents in the northern counties, the Institute will undoubtedly prove interesting and instructive.

AN ACT RELATING TO THE PUBLIC SCHOOLS IN CERTAIN COUNTIES OF THIS STATE.

The People of the State of California represented in Senate and Assembly do enact as follows:

SECTION 1. The Superintendent of public schools in the counties of Santa Clara, Santa Cruz, Alameda, and Contra Costa, shall, on or before the first day of September in each year, furnish to the Board of Trustees of each school district in their respective counties, an estimate in writing of the amount of public money, both State and county, to which their district shall be entitled during the year.

SEC. 2. It shall be the duty of each Board of Trustees in the counties mentioned in this act, to employ an efficient and competent teacher, who shall hold a certificate from the county Board of Examination, and to keep open the public school for at least eight months in each school year, provided a majority of the Trustees so desire, and when the State and county money to which any district is entitled, is not sufficient to keep a school open in such district for at least eight months in each school year, the Trustees are authorized, and it is hereby made their duty, to levy, and they shall levy a direct tax upon the taxable property in such district, sufficient to raise an amount which together with the State and county money to which such district is entitled, to keep a school open eight months, and such tax shall be assessed, equalized, and collected in the manner prescribed for assessing, equalizing and collecting taxes voted for district school houses, excepting that the Trustees may appoint the Assessor and Collector, and also, excepting that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof. The tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

Sec. 3. The Collector shall pay over the money so collected to the County Treasurer, who shall credit it to the district paying it in, and it shall constitute a special school fund, which shall be paid out on the warrant of the County Superintendent, who shall draw his warrant on this fund for the payment of teachers' services, and for no other purpose whatever. No per cent. shall be charged or received by the County Treasurer for receiving or paying out this fund.

Position when Writing.—The most important consideration, when acquiring the knowledge and practice of this valuable and indispensable accomplishment, is the position which the learner assumes and retains during the exercise.

In some of our public schools the scholar is required, when writing, to sit in such a position as to cause the book or paper to be at his side, instead of in front of him.

It is asserted in favor of this position, that it secures to the writer a freer play of the arm, and that the person is less liable to bend the body over the task in an unhealthy and unnatural manner.

But there are some serious objections to this position, which those who advocate and practice the plan thus briefly alluded to would do well to consider. We will suppose that a young man obtains a situation as a book keeper, or is employed as a copyist, who has, when writing, always taken the position referred to above. It is now simply impossible for him to sit in his accustomed manner; or if he has a high desk, he may, if he chooses, stand sidewise, but he must write up hill, and at the same time it will greatly inconvenience him in regard to the arrangement of his books, papers, etc. If he stands or sits square to the front, he finds that he cannot write so well, nor so comfortably, as when in the position in which he had learned to write.

All this may be obviated by causing the scholar to assume the position, when learning to write, that he will afterwards be obliged to take, whether book keeper, copyist, or man of business, unless there should be an entire change in the present shape of desks, which is not likely to take place. The best directions are these: *Stand, or sit erect and square to the front, then place the book or paper a little to the right of the body.—Mass. Teacher.*

Resident Editors' Department.

A Month among the Schools—(Continued from the July number of the Teacher).

Siskiyou County.—At Red Bluff we took the stage coach for Shasta; but, finding the school at the latter place not in session, and the County Superintendent twenty-five miles away, we continued our trip straight through to Yreka, a nice little stage trip of night and day riding of more than a hundred miles over the Trinity and Scott mountains. At Yreka the Public School is united with the Yreka Academy, taught by Mr. Stone, the County Superintendent, and Mr. Worth. Yreka is still a very pleasant town, but the glory of its placer mining days has departed. In company with the County Superintendent we visited several of the surrounding schools; and with Ex-Senator Foulke, devoted a day to Scott Valley, Oro Fino, and a school picnic of three of the Scott Valley Schools united. The schools of this county are taught by excellent teachers, thanks to the care of Superintendent Stone and the County Board of Examination. Superintendent Stone is a graduate of the New York State Normal School; and the fact that he is now holding his office for the second term is proof positive of his fitness for the place and of his faithful discharge of his duties.

A week's visit in the northernmost county of the State passed too quickly, and we took the stage at midnight, for Oroville, a solitary passenger, accompanied only by our pleasant recollection of the schools and citizens we left behind. A heavy snow storm swept over the summit of Trinity Mountain when we crossed, and the long night ride without company, shivering with the cold, was anything but agreeable. In the Sacramento Valley the snow storm was succeeded by rain, and at Red Bluff taking in three more passengers, we whirled along through mud and wet to Oroville. Speaking of Red Bluff reminds us that we are indebted to the polite and gentlemanly editor of the Red Bluff *Independent*, Mr. Chalmers, for several little editorial courtesies, and if he will call at our sanctum in this city, we will present him with a copy of Cowdery's Moral Lessons, with a leaf turned down at the lessons on "Lying and Slander." *Verb. Sap. Sat.* We are used to such things, and our cuticle has grown tougher than that of a rhinoceros.

Yuba County.—At Marysville we visited the Public School taught by D. C. Stone, who has taught the same school for eleven years in succession. This school has the best school cabinet in the State, collected by Mr. Stone, who

is both a geologist and mineralogist. The school library is one of the best and largest in the State. It is needless to say that the Public School in Marysville is one of the very best in California.

Mr. Stone, in addition to teaching his school, performs the arduous duties of his office as County Superintendent in a most thorough and efficient manner. He has recently visited all the schools of his county, and is imparting his own enthusiasm to Trustees and teachers throughout the county.

Sutter County.—We visited the County Superintendent of Sutter County, Dr. Dunwell, at Yuba City, and also the little Public School of that place, which is kept in one of the meanest school rooms in the State, and is furnished with rickety, broken down desks which, as instruments of torture, and relics of the barbarous ages, are equalled only by the school furniture of San Bernardino.

We found the State Reform School, as usual, well conducted, the school room neat and orderly, and the boys busily studying their spelling lessons. This is an excellent institution, and there are homeless vagrant boys enough in the State to fill it, if they could be sent.

Thus closes our month among the schools. We only regret that limited space has compelled us to make such brief notes of the many pleasant schools we had the pleasure of visiting.

Eastern Opinions.—We extract the following from the *American Educational Monthly*—the leading monthly educational journal in the United States—published in New York City.

California.—The biennial report of Mr. Swett differs from any other we have seen, and, in the fullness with which many matters relating to school management are discussed, it resembles a labored educational treatise rather than the abstract report of a State officer. In the State there are 95,067 white children, of whom 41,376 belong to the public schools and 12,478 to private schools. The average attendance of pupils during the last year was .88, and .59 of the whole number enrolled in the State. There were 821 districts and 947 school houses of all grades. Of the latter, 39 are brick, 765 are wood, 12 are adobe, 69 are rented, and 149 disgrace the State. 102 new school houses were erected during the past year. There were 8 schools for blacks, attended by 278 pupils. The number of teachers was 1,155, of whom only 468 were sufficiently intelligent or alive to their own interests to subscribe for an educational journal, and only 272 attended county institutes. The total expenditures for 1865 were $883,116; for teacher's salaries, $526,856; for school buildings, $257,804; for rent, etc., $89,056; for school libraries, $5,792; and for apparatus, $3,777; an increase of expenditure of $227,917. The whole school property is valued at $1,024,999. The average salary of male teachers was $74; of females, $62; $8,000 were appropriated for the State Normal School. The total amount expended for educational purposes, since the founding of public schools, is estimated at $8,737,000. Throughout the State there has been a very gratifying increased average in the daily attendance. Since 1863 the number of school

children has increased .26, while the attendance has increased .46. During 1865 the increase of census children was .095, and of children on school-rolls .16. The average length of the school year is now 7.36 months, which equals that of New York, and is exceeded only in Massachusetts and Nevada. In his report Mr. Swett recommends the introduction of calisthenics into the schools. He discusses The Bible in the Schools, Moral Training, School Discipline, Pedagogical Law, and other subjects in a series of carefully prepared papers. The report is a fine model which other superintendents might imitate to their advantage.

Another.—The following is from the *Pennsylvania School Journal* for June :

California.—The last number of the California Teacher contains in full the Revised School Law of the State, consisting of 123 sections—this to the exclusion of all other matter. But we can readily pardon a lack of the usual variety, where so much of substantial excellence is presented. It is, indeed, what the Teacher pronounces it, "a noble law." Would that every sister State were in possession of a general school law equally comprehensive in its provisions, as methodical in the arrangement of its sections, and to as great a degree divested all mere verbiage and unnecessery legal technicalities. In its style and general provisions, this is a model school law, and under its workings, ably administered, as we know it will be, the El Dorado of the Pacific will make such bold strides onward as may render it necessary for older States to look well to their laurels.

We have received the first Biennial Report of Hon. John Swett, Superintendent Public Instruction of California, for the years 1864 and 1865. Its tables of statistics which an interesting study, show the number of children in the State, between the ages of 4 and 18 years, to be 95,067 ; the number in attendance in the public schools, 41,376 ; in private schools, 12,478 ; average time during which the schools are open, 7 1-2 months ; total number of schools, 947 ; number of male teachers, 603, number of females, 552 ; average monthly salary, males, $74,000 ; females, $62,000 ; school expenditure for 1865, $883,-116.56 ; amount per child, $9.29. The statistics show marked improvement in every direction. This exhaustive Report of 422 pages is gotten up in excellent style. Besides its full statistical tables, it contains a number of ably written articles on various educational subjects, a historical sketch of the public school system of California, and plans, specifications, and descriptions of the best arranged school buildings in the State—country school houses as well as those in the cities of Sacramento and San Francisco. The Lincoln school house alone, of the latter city, cost $100,000, and the Denman, $78,000, both of which have been erected within the past two years.

Still Another.—The *New York Teacher*, after giving a condensed abstract of our new school law, says: "We believe this law wisely adapted to the State of California. Its provisions are liberal. Some of them we should like to see adopted in New York."

What Eastern Educators Think.—We have obtained the reluctant consent of the State Superintendent to make a few extracts from letters received at the Department of Public Instruction, relating to educational progress in this State.

Wm. H. Wells, of Chicago, says:

"The First Biennial Report of your State is a model report. Condensed, yet exhaustive, exhibiting the astonishing progress of the Golden State, and admonishing the educators of the East that they have much yet to do, if they do not intend to yield the palm to the Occidental States."

B. G. Northrop, Traveling Agent of the Massachusetts State Board of Education, says:

"Your State is starting nobly in Education. I rejoice in the manifold proofs of the liberal views of your people in reference to public instruction, and of the efficiency of your admirable system."

John S. Hart, Principal of the New Jersey State Normal School, writes:

"I have read with the greatest interest and profit, too, the 'Biennial Report' of California. It is a model at once of comprehensiveness and condensation. No school report has reached me this year one-half so complete in its statistics, or so pregnant with practical suggestions."

Marcius Willson, author of Willson's Readers, writes:

"I have just been reading the 'First Biennial Report' of your State, and I must say I am not only delighted with the mass of valuable information contained in it, but surprised also at the rapid progress your new State has made in educational matters during the past three or four years—thanks to the enlightened views of those who have had the management of the Public School system. Our Atlantic States must look to their laurels."

Prof. Wm. Russell, the Elocutionist, and Institute Lecturer, says:

* * * * "Your 'Biennial Report' is one of the most valuable documents that has appeared of late years, on the great subject of popular education. It seems to me most happily adapted to the circumstances of the Pacific States." * * * * "I need hardly tell you how much your course in California is doing to win the warm sympathy and best wishes for your success of all the working corps of teachers in New England. Your noble Report is full of inspiration to the heart of every earnest worker in whatever part of the great field of education."

Nevada County Institute.—This Institute held a four days' session, beginning on Tuesday, June 26th. All the teachers of the county were present, and regular and punctual in daily attendance. Evening lectures were delivered by Superintendent Swett, H. P. Carlton, and Rev. W. A. Dryden. J. M. Sibley, of the State Board of Education, was present and took an active part in the exercises. Superintendent Deal deserves credit for the excellent manner in which matters were arranged and conducted. The exercises were generally practical, and little time was wasted in useless discussions long drawn out. Educational prospects in this county are encouraging.

EDUCATIONAL INTELLIGENCE.

Maryland.—During 1865, the first year of the Public School system in this State, there were 807 schools in operation, attended by 34,098 pupils. The amount of teachers' salaries was $75,983.97, and the total expenditure, $84,753.62.—*American Educational Monthly.*

Georgia.—The Legislature, by resolution, has authorized the appointment of a committee to prepare a system of common school education, to be reported at the next session.—*Ib.*

New York City.—In extent, operation, and means, the common school system of New York City is unrivaled in the world. It proffers free instruction, from the elementary principles of knowledge through the highest branches of a collegiate course, to every child in the city, between four and twenty-one years of age, who can obtain admission into its two hundred spacious schools; it furnishes books, stationery, and apparatus, without charge to either parent or pupil, and expends upward of $2,500,000 annually. During 1865, the aggregate number of pupils in the several schools was 216,955, with an average attendance of 91,502. During eighteen weeks in the early part of the year, there was held forty-eight evening schools, with 24,056 pupils enrolled, and an average attendance of 11,487. There are upward of 2,500 teachers, whose aggregate salaries exceed $1,300,000. The professors in the Free Academy receive $3,750 per annum, principals of the grammar schools, $2,250, and the average salary of male teachers in grammar schools is somewhat more than $1,500. The lowest salary given to female teachers in grammar schools is $400, and the highest $1,200. By act of the Legislature, the name of the Free Academy has been changed to "The College of the City of New York."—*Ib.*

Massachusetts.—In Boston, the following grade of salaries has been determined for 1866: In the Latin, High, and Normal Schools—masters, $3,500 per annum; submasters, $2,500; ushers, $2,000. In the grammar schools—masters, $2,500; submasters, $2,000; ushers, $1,500; head assistants, $800; assistants, $600; and primary teachers, $600.—*Ib.*

New Jersey.—The principal of the State Normal School makes the following statement respecting last year's work. There were 727 in attendance upon the three schools, Normal, Model, and Farnum; of these only a small proportion were gentlemen, most probably, as Dr. Hart surmises, because the salaries given to teachers are so low. In the course of study spelling is included; not of choice, but of necessity. "Three-fourths of those who are candidates for admission to the Normal schools spell in the most shocking manner." As many of these had been at great expense to gain admission, it was not thought advisable to reject them, but rather to introduce spelling in the school. Some changes in the corps of instructors were made during the year. There were

twenty-two graduates. The amounts received in behalf of the various schools was $15,280.—*Ib.*

Pennsylvania.—From the summary in Superintendent Coburn's annual report, we learn that there are in the State 12,960 schools, 15,564 teachers, and 703,930 pupils. The average attendance during last year was 459,121; the total cost of system was $3,614,238, making the average cost of pupils per month 68 cents. In Philadelphia, there are 376 schools, with 1,278 teachers and 74,343 pupils, having an average attendance of 63,220. In this city, female teachers are employed in all positions, except that of principal of boys' grammar schools, and succeed admirably.—*Ib.*

West Virginia.—The free school system here is still in its infancy, and the superintendent has given only his second report. Under the old regime, schools were objects of suspicion, and they are, consequently, "few and far between." Some of the buildings are in ruins, others are cheerless and comfortless log structures, prisons to both teachers and pupils. There are in the State 133 school houses, valued at $40,371.75, the average value, excluding those of Wheeling, being less than $63. However, the people show a willingness to bear the burden of taxation, and everywhere call for school houses and good teachers. Out of 84,418 youths, between the ages of six and twenty-one years, only 15,972 are enrolled upon the school lists. The average attendance is deplorably low, being less than fifty per cent. The superintendent complains of the inadequate salaries granted to teachers. In Wheeling, they average per month, for males $139, and for females $42, there being about 8.8 months in the year; in other districts males receive $34, and females $22, there being on the average only 2.7 in the school year. The report contains numerous excellent recommendations, among which are, that the school fund be apportioned upon the basis of average attendance, that five normal schools be established, that a uniform series of text books be adopted, and that proper apparatus be procured for the schools. The irreducible school fund is $106,122, and the amount expended during the last year was $67,350.—*Ib.*

South Carolina.—From the January report of the State Superintendent of Education under the Freedman's Bureau in South Carolina, it appears that 109 teachers were employed among the Freedmen of that State in December. 6,420 pupils were registered; the average attendance, 4,504. Of the number enrolled, 4,879 were reading; 3,206 studied arithmetic; 1,346 studied geography; 2,983 were writing. 36 of the teachers were natives; 73 from the North; 35 were colored. Of the pupils, 565 were free before the war.—*Ib.*

Iowa.—The biennial report of the Superintendent of Instruction has just been published. The number of pupils in the State shows an increase of 7,024, and the average attendance of 2,215 over the previous year. The number of teachers is 8,820, a decrease of 135. The aggregate amount of teachers' salaries was $856,724, an increase of $170,053. There are 4,635 school houses,

valued at $2,161,563, an increase of $428,727. 59 institutes were held during the year, and were attended by upward of 4,000 teachers.—*Ib.*

Cuba.—The amount expended on the free schools last year was $460,000.—*Ib.*

France.—Six thousand public libraries have been founded and annexed to common schools within the last four years.—*Ib.*

Massachusetts.—Nearly 90 per cent. of the children of school age are enrolled in the public schools, and the cost per scholar the past year has been $7.23. The average wages of male teachers is about $55 per month ; of female teachers, $22. The last very able and elaborate report of the Board of Education is said to be the work of John D. Philbrick, Esq., Superintendent of the Boston Schools, and a member of the State Board.—*New York Teacher.*

Colored Normal School.—A Normal School for the training of colored teachers has been opened in New Orleans, under the direction of Mr. Mortimer Warren, late Superintendent of the school for freedmen in that city.—*Ib.*

Colored Schools South.—Gen. Howard reports that there over 70,000 children in the schools in the Southern States.—*Ib.*

Wisconsin makes a sad mistake in suffering her journal of education to die. With a penny-wise policy the Legislature refused the former and needed pittance, and starved it to death. The Editor in his last issue says that the loss per month is about $100. No editorial enthusiasm can long stand under that pressure.

Indiana now maintains a Teachers' Institute annually in each county.

Iowa is moving to secure a permanent State agent to visit schools and lecture on education throughout the State.

New Hampshire.—The Board of Education of the Granite State urges the appointment of a State Superintendent and the support of Normal Schools and Teachers' Institutes.

The Massachusetts Agricultural College is to be on the Timothy Henderson farm, west of Mount Pleasant, in Amherst.

Tennessee.—The public schools of this State, which were generally interrupted during the war, are starting again. Many of the schoolhouses have been burned during the last four years. The people are waking up in some degree to the necessity of general education. A State Educational Convention was held at Knoxville during the summer, which was well attended.

Hairs of the Head Numbered.—It is reported that some German Seiolist has counted the hairs on a lady's head, and finds the number to be 110,000.

Subscription Books.—During vacations our teachers are sometimes at a loss to know how the time can be best improved. The salary generally ceases, and if a method can be adopted which shall secure the needed rest from school labor, and at the same time make good the loss of salary, common sense would be gratified and the public benefited. We, therefore, call the attention of our readers to the advertisement of Messrs. Roman & Co., in this number of the Teacher. Their list of books sold only by subscription is unsurpassed in excellence. Prominent upon the list we may mention "Lossing's Pictorial History of the Great Civil War," the "Sunday Magazine," and "Good Words," for which Roman & Co. are sole agents on this Coast. The Lossing is one of the most valuable works ever published. It is full in details, beautifully illustrated, and handsomely printed. It sells readily at the low price of five dollars per volume. The Sunday Magazine is unquestionably the best work published for its particular sphere. It makes a massive volume, sold at five dollars, and ought to be in every Christian family. The Good Words is sold at four dollars and fifty cents; and fully sustains every expectation awakened by its title. We shall hereafter take occasion to speak more fully in our book notices of each work herein mentioned, and in the mean time would suggest the propriety of addressing Messrs. Roman & Co. for districts which may be thoroughly canvassed for their publications.

Physical Geography of Nevada.—We have received a badly printed copy of an excellent Lecture on this subject, delivered by Rev. A. F. White, Superintendent of Public Instruction of the State of Nevada, before the Nevada State Historic and Scientific Society. We purpose to rescue a considerable portion of the lecture from the "Death's Valley" of type in which we find it, and enshrine the same in the Teacher pages at the earliest moment.

The Crescent Monthly.—The first number of this new Southern monthly is received, being for April, 1866. It contains eighty-four pages, double columns, with the following table of contents: 1. The Constitution of the Universe. 2. Aspasia. 3. Deadly Dash. 4. The Century Plant. 5. The Bewitched Farm. 6. Mrs. Gaskell. 7. Why? 8. An Old Story. 9. Owls. 10. Dr. Draper's Civil Policy of America. 11. On top of a London Omnibus. 12. Eclecticism. 13. Educational Notes. 14. Literature. As an exponent of Southern literature, this magazine promises to be worthy of general circulation. New Orleans: Wm. Evelyn, 90 Camp St. $5 per year.

The Phrenological Journal for June—Contains Portraits of Hon. Solomon Foote, Thomas Jefferson, Aaron Burr, Constance Emily Kent, Jenny Lind, a Group of Moquis or Utah Indians, with upwards of twenty illustrations and sketches of character; also Practical Physiognomy, Love and Lovers, Marriage and Divorce, Celibacy, Revelation and Science, Your Likeness, Strong Men, Hints to Preachers and Sextons, Physical Culture, True Politeness, How to Talk, Fashions, etc. $2 a year or 20 cents a number. A new volume—the 44th—begins with the next number. Address, Fowler & Wells, 389 Broadway, New York.

New Books.—The following new books have been received:

A History of New England, from the Discovery by Europeans to the Revolution of the Seventeenth Century, being an abridgement of the "History of New England During the Stuart Dynasty." By John Gorham Palfrey. New York: Hurd & Houghton; San Francisco: H. H. Bancroft & Co. pp. 408, 426.

The large history of New England is a work beyond the means of many persons, and beyond the time of many more. This abridgement contains all that is necessary to be known concerning the period of which it treats. The style is not particularly brilliant, but the sentences are clear, and the stern simplicity, almost dryness of diction certainly removes the necessity of cautioning the reader against fallacies of statement, or fascination of well-turned periods. One rises from this work with a deeper sense of personal obligation to the fathers who founded the nation. The sufferings recounted, the patient heroism displayed, and the successful issue of their labors combine to render the history one of importance to all who recognize the relation of cause and effect in the formation and development of national character. We commend Mr. Palfrey's work as the best that has appeared on the subject of which it treats.

Temperance Recollections, Labors, Defeats, Triumphs; an Autobiography. By John Marsh, D.D., Secretary of the first three National Temperance Conventions, and thirty years Corresponding Secretary and Editor of the American Temperance Union. New York: Charles Scribner & Co.; San Francisco: A. Roman & Co. pp. 373.

It is refreshing to read these pages. When a man has become so identified with a cause as Mr. Marsh with the Temperance question, it is interesting to have his account of its progress when he feels that his work is completed, and therefore he may look back upon the years he has spent to give an account thereof to his friends. On this Pacific Coast we are not aware of any apostles of temperance. Sonoma and Los Angeles grapes are too abundant and their juices too palatable for prolonged or vigorous warfare against them as yet. But Dr. Marsh may be needed in California, notwithstanding. It is becoming a grave question how best to meet the demon of drunkenness, and the years increase the difficulty of judging wisely in the premises. We do not anticipate an extended inquiry for the autobiography, but whoso is studying society and what reforms may be effected therein, will find in these pages food for thought, and an example of persistent effort in the one direction to arouse men to the excellence and safety of total abstinence from all that can intoxicate.

Patriotic Eloquence; being selections from One Hundred Years of National Literature. Compiled for the use of schools in reading and speaking by Mrs. C. M. Kirkland. New York: Charles Scribner & Co.; San Francisco: A. Roman & Co. pp. 334.

Mrs. Kirkland has a memorial in this volume likely to be quite as lasting as the more strictly original performances of her genius. The two hundred and sixteen selections from the one hundred years of national literature will produce an effect in the maturing of patriotic sentiments and purposes hardly possible

to be estimated. We wish the work had appeared years ago. Teachers will find it an essential aid in performing that portion of their oath which refers to the inculcation of loyal sentiments upon the hearts of the children. Let it have a wide circulation in the libraries of the commonwealth.

LETTERS OF LIFE. By Mrs. L. H. Sigourney. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 414.

In the flowing style characteristic of the author we have a charming autobiography of Mrs. Sigourney in these pages. Many of the pictures presented will attract admiration from those who are New England born, and who have been accustomed to read the poetical contributions so frequently met in the papers over the letters "L. H. S." Through all these letters there flows a calm current of religious thought and trust, and we are sure that no lady reader of ours would regret the time spent in reading this last work the world will have from the pen of Mrs. Sigourney.

REPORT ON THE MEDICAL TOPOGRAPHY AND EPIDEMICS OF CALIFORNIA. By Thomas M. Logan, M.D., of Sacramento, Cal. Extracted from the Transactions of the American Medical Association. Philadelphia: Collins. pp. 75.

The first fifty pages of this report are of general interest, being devoted to the Physical Geography of the country, and contain a summary of the facts influencing climate, and consequently affecting the health of the inhabitants. The remaining pages are of more particular interest to the medical profession. We are glad to receive such evidence that there are careful observers and students in California—men who can see things worthy of note beside and beyond the gold and silver veins of the country.

SHORT SERMONS TO NEWS BOYS; with the History of the formation of the News Boys' Lodging House. By Charles Loring Brace. New York: Charles Scribner & Co. San Francisco: H. H. Bancroft & Co. pp. 241.

The news boys of New York were among the most hopeless of human beings, so far as the prospects of reform, or excellence of character, were concerned. This book, in a most interesting introduction, gives an account of the efforts made in their behalf and the results. The sermons, which constitute the body of the work, are simple talks given to such persons as could be induced to listen, and present a striking example of how to teach, both in directness and ease of comprehension. The whole volume is a valuable addition to the literature of the charitable enterprises of the day.

CHERRY AND VIOLET; a Tale of the Great Plague. By the Author of "Mary Powell." New York: M. W. Dodd. San Francisco: A. Roman & Co. pp. 239.

A quiet, pleasant story, not sufficiently spiced to be popular among the fair frequenters of the Mercantile Library, but one which will be welcomed by lovers of simple English in all countries where they dwell. It purports to be written by a young lady of the olden time, living in London, the daughter of a hair dresser; and it narrates in simple way what she saw and felt in those far off times when the plague was raging in London. For further particulars "inquire within" A. Roman & Co.'s fine bookstore, on Montgomery Street.

A Text Book on Anatomy, Physiology, and Hygiene. For the use of schools and families. By John C. Draper, M.D. With one hundred and seventy Illustrations. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 300.

Some time since we noticed a work on Physiology, by John W. Draper, author of "The Intellectual Development of Europe." The present volume is, we believe, by his son, Professor of Physiology in the New York Free Academy. The first impression one is likely to get from reading this volume is, that it was written expressly for medical students; though the author says it was designed for schools and families. If so, then he should have omitted Lecture XL. He calls the subdivisions *lectures*, though some of them consist of only two pages, requiring, perhaps, *four minutes* to read them. This, like the volumes of the elder Draper, bears the marks of *high science* upon its pages. The author evidently has enjoyed and improved rare advantages of training and cultivation in his favorite science, and the influence of Draper, senior, may be recognized in several parts of the work. He adopts, for example, the theory of J. W. Draper in the causes of circulation, and the heart's action, secretion, and excretion—in the anatomy of the eye and ear, etc., etc. He does not lay claim to great originality, yet indicates that the scientific world is indebted to him for some revelations in the matter of special secretions, specified in Chap. 27, and, we believe, referred to in the volumes of J. W. Draper. The volume indicates that the author has a profound knowledge of Physiology; his experiments go to the bed rock of the subject; the plates are minutely accurate (which cannot be said of Hooker's) and very beautiful; the text is excellent, (as to type) better than is often seen in school books; and altogether it is a very attractive volume. But notwithstanding these excellencies, we doubt if either of the Drs. Draper are the best men to write school books. C.

A Third Reader—Of a grade between the Second and Third Readers of the School and Family Series. By Marcius Willson. New York: Harper & Brothers. pp. 216.

We bespeak for this book a most hearty welcome from the teachers of the State. Mr. Willson has most admirably and completely filled the gap which we have particularly felt occurs between the Second and Third Readers. In regard to the Second Reader, containing as it does such a fund of reading matter for vocal culture and moral instruction, with beautiful illustrations and large type, we have never heard aught but unqualified approbation; but in passing to the Third Reader with its decidedly more stately style and longer sentences, teachers complain of the inability of the children to maintain the animated style of reading so happily laid before them in the Second Reader. In this new book Mr. Willson has most fully supplied the missing link in his excellent and unrivaled series of Readers. Teachers will find it a real magazine of moral and elocutionary reading. Like the Second Reader, in beauty of illustration and type, it is just enough advanced to meet the naturally growing mind of childhood. Introduce it as your classes finish the Second Reader; use it thoroughly according to directions, and we will guarantee the results. Although not specified, it is of the series authorized by the State Board of Education.

J. M. S.

The Maiden And Married Life of Mary Powell (afterwards Mistress Milton). New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 271.

We cannot too highly recommend this beautiful volume, with its ancient look, its quaint simplicity, its heart expressions. There is no book in the language which so reveals John Milton to us, as there are few which so portray the workings of a tried spirit in woman. Its general circulation among our readers would greatly increase the desire to become familiar with Milton's works, while no one can peruse the volume without positive enjoyment and benefit. We hope Mr. Bancroft will sell a thousand copies.

Elocution; or Mental and Vocal Philosophy, involving the principles of reading and speaking, and designed for the development and cultivation of both body and mind in accordance with the nature, uses, and destiny of man. Illustrated by two or three hundred choice anecdotes, three thousand oratorical and poetical readings; five thousand proverbs and laconics, and several hundred elegant engravings. By Prof. Bronson, A.M., M.D. Forty-third thousand. Louisville, (Ky.): John P. Morton & Co. pp. 381.

The long title page so fully explains the purpose and contents of this book as to render editorial comment unnecessary. That the forty-third thousand has been published indicates that a popular demand has justified the publication. It is a marvel that so much interesting matter could be compressed within the few pages the book contains.

The American Annual Cyclopedia, and Register of Important Events of the year 1865. Embracing Political, Civil, Military, and Social Affairs, Public Documents, Biography, Statistics, Commerce, Finance, Literature, Science, Agriculture, and Mechanical Industry. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 850.

There is no work published which occupies the field covered by these Annual Cyclopedias. For reference they are invaluable. This volume is worthy of its place. Some people are at great pains to file their newspapers, in order to have at hand the history of the country; but when they would find a particular item there is hardly an end to the search that must be made. In this volume every event of general importance may be readily found, and every statement made is made on the best authority. We regard the American Cyclopedia and the annual volumes supplemental thereto as almost indispensable to teachers who would be thoroughly up to the times. The money spent in vacation without tangible results would be better invested in these standard works, and would thus possess a permanent value and influence for good.

Poems. By Sarah E. Carmichael. A brief selection, published by permission of the authoress, for private circulation. San Francisco: Towne & Bacon. pp. 72.

It would be out of place to speak particularly of the merits of these poems, beautiful as some of them are, since they are simply for private circulation; but we may congratulate the friends of the gifted authoress on the perfect success of the printers in their part of the work. As a specimen of what types can be made to show when properly used, and as an honor to Messrs. Towne & Bacon (who also print the Teacher) we point to the little volume with pride and satisfaction.

SAN FRANCISCO INDUSTRIAL SCHOOL.

THE

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PHYSICAL GEOGRAPHY OF NEVADA.

[Extract from a Lecture delivered before the Nevada State Historic and Scientific Society, in the House of Representatives, Carson City, February, 1866, by Rev. A. F. White, Superintendent of Public Instruction.]

Our young State is situated in the central portion of this mountainous country, between the thirty-ninth and forty-third meridians of longitude west from Washington, and between the thirty-seventh and forty-second degrees of north latitude. From the summit of the sierras it extends eastward into the heart of what is known as the Great Basin. Along the western line of the State the country is broken by spurs of mountains or foot-hills falling off from the sierras and disappearing at various distances in irregular plains and sandy deserts, which are generally lower than the surrounding table lands. For this reason the streams follow the windings of these foot hills and either sink in the sands or form into small lakes without any visible connection with the ocean. Among the most important of these streams which we have dignified as rivers, are the Truckee, the Carson, the East and West Walker, and the Humboldt. This last river rises in the northwest part of Utah Territory and winds in a southwesterly direction through mountains and deserts for more than two hundred miles, and finally loses itself in a small lake or sink. The Carson River, which has its source in the Sierra Nevadas, flows towards the northeast, in almost a directly

opposite course, and disappears in two small lakes within a few miles of the mouth of the Humboldt. In the rainy season the waters of these streams flow together and form a common reservoir, and thus divide the State diagonally from the northeast to the southwest. From the point where these rivers meet, eastward to the limits of the State, the country is broken by a succession of parallel mountain ranges, running north and south, and in places rising to the height of ten or twelve thousand feet. The intervening plains are from ten to twenty miles in width, and have an average elevation of about four thousand feet; but this varies, and sometimes one plain will be perceptibly higher or lower than another, from which it is separated only by a mountain wall a few miles in thickness. Variations also occur in the altitude of the same plain at intervals of fifty or a hundred miles. Reese River flows almost directly north, while the waters of Smoky Valley, ten miles further east, flow towards the south.

A few miles south from Ione a gradual depression commences which soon becomes perceptible in all the plains, and which is very apparent about Silver Peak, and finally terminates in what is known as Death's Valley, in California. This is probably the most wonderful depression in the world. It is four hundred and sixty-four feet below the surface of the Pacific Ocean, about forty miles in length, twenty in width, without water or vegetation. Its loose sands, mingled with alkali, complete the picture of its desolation and justly entitle it to the melancholy name by which it is known.

These plains to which I have alluded are connected at short distances — perhaps every seventy or eighty miles — by natural openings or passes in the mountains, which are so perfect that, in the rainy season, the water often flows from one plain to another. In the northeastern portion of the State the plateaux are more elevated and uniform.

In the summer time this country has a forbidding appearance. The heat reflected from the sands becomes oppressive. Every particle of moisture is evaporated or absorbed, and the ground for several feet in depth is perfectly dried. Not a spear of green grass or a single flower is to be seen, except in the immediate vicinity of some living stream or fountain of water. The pools formed by the later rains have all disappeared and left in their stead hard alkali

beds, glittering in the sunlight like sheets of untrodden snow. Not a shrub is to be seen save the dingy drab-colored, irrepressible sage. The deceptive mirage fills the distant view with splendid illusions of silver lakes, beyond and over which stand the mansions of the blessed, bathed in the softest light. Nearer by and all around clouds of impalpable dust hang suspended in the air. They rise from the ground wherever man or beast stirs. In some places the course of a stage, or the winding of emigrant trains may be marked for miles by the long line of dust which envelops and slowly follows them. Small whirlwinds, produced by cold currents of air falling down from the snowfields on the mountains into the heated plains, play over the deserts. When they first rise they are exceedingly diminutive and spindle-like in form. They gradually increase in volume, power, and height until, at a distance, they have the appearance of immense inverted cones, whirling furiously—moving across the deserts and filling the atmosphere with dust and sand. Occasionally they pass over lakes or rivers and become regular water spouts. If they assume sufficient proportions a great quantity of water is taken up, and in the form of spray, or the heaviest vapor, is wafted away to the mountains, suddenly condensed and precipitated in such torrents that the earth is torn into cavities, and rocks weighing many tons come down into the plains. Occasionally these whirlwinds, joined with other disturbing causes in the atmosphere, will rage over the deserts for many hours with the most astonishing violence. Instances have been known where they have unroofed houses, overturned wagons and stages, and not only swept up the dust, but have filled the air to great heights with immense quantities of coarse sand and small pebbles, presenting a most fearful scene.

In a country like this, where there is not annually a heavy growth of vegetation, the changes of the seasons are but imperfectly marked. The early autumn seems but a continuation of the summer months with the exception that the nights are a little frosty and the winds somewhat cooler. When the winter comes the change is more apparent. Heavy banks of clouds hang around the higher peaks or drift along the mountain summits, or occasionally drive across the plains in sudden gusts, or thicken into settled storms and pour down drenching rain for days and nights together.

If the cold is sufficiently great, the country is enveloped in snow, varying in depth from a few inches to several feet, according to the elevation. Sometimes the drifts or the slides which occur along the cañons block the roads and endanger life and property. But the climate is so variable that in a few days these obstacles will be removed by an increase of temperature. The substance of the winter in Nevada is formed by the months of December and January, extending often a little into February. During this period nature has spasms. For a time she will turn loose her winds and drive the snow in large quantities over the plains with a fury that is terrific. Then the elements seem to be confused, and in the same day and same locality it will blow and be calm by fits, and, were it possible, rain and be fair at the same moment. If it grows suddenly and intensely cold, it as suddenly bethinks itself, repents, moderates, and dissolves in rain. It is hardly ever safe to attempt a long journey in a sleigh unless it be upon the mountains. The plains are seldom covered longer than for a few days at a time, and rarely at all after January. After a rain or a thaw the water soon disappears. It flows away rapidly into the deserts and sinks in a few days among the sands. Yet old Winter does not wholly yield the field. He only retreats to the mountains, and there holds a holiday in his white robes, and occasionally makes a raid into the plains below despite the south winds in February and March. At last in April he is fairly beaten, gives up the contest, and Spring comes forth about the first of May, clad in her best attire. The fertile valleys rejoice in all the colors of the rainbow; the mountains are spotted with the bunch grass, and a thousand varieties of flowers spring up and bloom over the deserts. Many of these, with the plants which abound at this season, belong to new species. Even those which are known to botanists have many peculiarities. For example, in six species of the genus trifolium (clovers) found near Carson City, not one has been reported in California. The same may be said of the lupins and of the astragalæ. Nevada is the home of these plants. No less than ten œnotheræ (evening primrose) grow in this vicinity. Strange as it may seem, these sandy wastes and Alpine heights, under the soft breath of May, are redolent and fragrant with a thousand forms of beauty and of nutritious grasses unknown to science, and the value of which is

to-day unappreciated. In making floral collections in this neighborhood a member of this society has determined about twenty-five new species. But the field for the botanist lies further eastward. It only begins here and waves with a greater luxuriance and a richer harvest toward the Rocky Mountains.

As the spring passes away showers fall only occasionally. This is the period when there will be now and then a flash of lightning from the clouds, followed by a heavy roll of thunder. In June the rains have measurably ceased. The sun shines warmly, and early in July the flowers die, the grass withers, the pools are gone, beds of alkali skirt the deserts, the air is dried, and in August the streams move sluggishly or cease to flow, and water becomes invaluable to man and beast. Much of what may be found, excepting that procured far up the cañons, is poisoned with minerals and often produces fatal results to the famished ox or horse of the way-worn traveler. The sun rises and sets at times like a globe of fire. Then again it is obscured by clouds which tantalize us with the recollection of pleasant showers in other seasons or in other lands. At nightfall cool air comes down from the mountain heights, than which there is nothing more grateful or refreshing.

The apparent, almost total absence of timber in Nevada, after leaving the sierras, gives the country an air of barrenness. But in the mountains, at short distances, hidden in the cañons, there are groves of the nut pine, a species of the juniper, and a stunted variety of mahogany, which afford a supply of fuel. Occasionally in the ranges east from the Sink of the Carson River, small quantities of the Norway pine are found which has a larger growth and is more abundant towards the Rocky Mountains. Along the streams and in moist places, the long-leafed willow, the aspen and the cottonwood grow to some extent. But the immense forests of the Sierra Nevadas and of the Rocky Mountains must eventually supply the demand of the country in this respect.

In regard to the general fertility of the country, there are many valleys about the sources of the streams, along their margins and around the lakes into which they empty, which are very productive. Actual experience is demonstrating the fact that large districts of sage land, at first supposed to be worthless, are capable of yielding abundant harvests by means of proper culture and irrigation.

It is now known that the tame grasses, and also that wheat, oats, and barley, and all the hardier vegetables do well here. It is probable that the apple, the plum, and the different varieties of fruits adapted to a temperate climate will succeed.

The finest spots for garden purposes, and some of the most tillable lands in the State, are found in the larger cañons in all the mountains. The soil is free from alkali and is exceedingly fertile. But the resources of Nevada, those which will give the State character, position, and influence among her sister States, are the gold and silver, the iron and the copper, the lead and the salt, and all the useful products of her mines. These mountains are the pillars of her strength. As these resources are developed, she will grow populous and great.

I have thus briefly alluded to some of the prominent features in the physical geography of this wonderful country—differing in many important respects from all other parts of the globe. Much more might be said. Other facts might be adduced, all proving that here, under the hand of skill and industry, the lights of science and the guiding influence of Divine Providence, a people may become prosperous, happy, and great. Here, among the sublime displays of Almighty energy, where God piles the eternal snows above us, where he overshadows us with the pavilion of clouds, and where He bids the mountains rise, and heaps His treasures of silver and gold beneath our feet, immortal minds may grow, and the highest type of civilization and of free government be maintained.

METRICAL SYSTEM OF WEIGHTS AND MEASURES.

The French metrical system is based upon a fundamental unit, or measure of *length*, called by the well chosen name *metre*. This standard measure was sought in the sublimest of all sciences, astronomy. It is the forty-millionth part of the circumference of the earth, or, in other words, of a "great circle" or meridian. Its length was originally determined by actual measurement of a considerable arc of a meridian; from the measured length of this arc was obtained by multiplication the length of the whole meridian,

and the metre was defined and constructed the forty-millionth part of this meridian. It was a worthy thought thus to base the familiar standard of length for common human uses upon the grand and unchanging bulk of our planet, but we do not thus arrive at a standard which can know no change, and which could be exactly replaced if all the actual metres in the world should be simultaneously destroyed. Though the laws of astronomy and the circuit of the earth know no variableness, man's knowledge of those laws and his skill in measuring that circuit do constantly change. Hence we find that the various measurements heretofore made of the length of the earth's meridian differ slightly from each other, and it is to be expected, and indeed hoped, that the steady improvement of methods and instruments will make each successive determination of the length of the meridian better than the preceding, through all time. Whether, therefore, we use the yard or the metre, whether we theoretically base our standard upon the earth's circumference or the second-pendulum, we are practically obliged to define our standard of length, by legislation, to be a certain rod of metal, deposited in a certain room under specified guarantics and guardianship. The uniformity and permanence of the standard are to be secured by the multiplication of exact copies in safe places of deposit.

From this single quantity, the metre, all other measures are decimally derived. Multiplied or divided by 10, by 100, by 1,000, and so forth, the metre supplies all needed linear measures, from the finest which the microscope requires to the vastest which the telescope demands. As the linear metre, decimally multiplied and divided, furnishes the universal linear scale, so the square metre and the cubic metre, with their decimal multiples, supply all needed measures of *area* or *surface*, on the one hand, and of *solidity* or *capacity*, on the other. It is the universality and comprehensiveness of this system and its decimal character which establish its claim to general acceptance. The insect's wing, a nation's territory, a grain of sand, a continent's bulk, are all measured by reference to the same unit, and the numbers which express their dimensions conform at once, without reduction or alteration, to our decimal arithmetical notation. The American people need no elaborate demonstration of the convenience of a decimal system; a decimal

currency, by them first established, has convinced them on this point.

From the unit of measure to the unit of weight, the transition is admirably simple and convenient. The cube of the 1-100 of the linear metre is, of course, the millionth of the cubic metre. Its bulk is comparable to that of a large *die* of the common backgammon board. This little cube, the millionth of the cubic metre of pure water, is the universal unit of weight, a *gramme*, which, decimally multiplied and divided, is made to express all weights, from that of the dust upon the balance to that of mountains and suns. The chemist uses the gramme itself as his unit, and his delicate balances readily weigh the ten-thousanth of a gramme; the thousand-gramme weight is the unit of the grocer, and his coarser scales hardly turn with the gramme itself, while for heavy merchandise, like coal or hay, the million-gramme weight (the English ton) is the suitable unit. The numbers expressing all weights, from the least to the greatest, find direct expression in the decimal notation; the weights used in different trades only differ from each other in being different decimal multiples of the same fundamental unit; and in comparing together weights and volumes, none but easy decimal computations are ever necessary.

From this general sketch of the metrical system we pass to its details and its nomenclature, which may be best studied under the three heads of linear, surface, and cubic measure. One general principle of nomenclature applies to each of the following tables. The Greek prefixes for 10, 100, and 1,000, viz: deca, hecto, and kilo, are used to signify multiplication, while the Latin prefix for 10, 100, and 1,000, viz: deci, centi, and milli, are employed to express subdivisions. Of the names thus systematically derived from that of the unit in each table many are not often used; the names in common use are those printed in small capitals. Thus, in the table for linear measure, only the metre, kilometre, centimetre, and millimetre are in common use—the first for such purposes as the English yard subserves, the second instead of the English mile, the third and fourth in lieu of the fractions of the English foot and inch.

LINEAR MEASURE.

			Metre.
Divisions..	Millimetre	=	0.001 or 1-1000 of a metre.
	Centimetre	=	0.01 or 1-100 "
	Decimetre	=	0.1 or 1-10 "
Unit.....	Metre	=	1.
Multiples..	Decametre	=	10.
	Hectometre	=	100.
	Kilometre	=	1,000.

SURFACE MEASURE.

Divisions..	Millimetre square	=	0.000,001	of a metre square.
	Centimetre square	=	0.000,1	" "
	Decimetre square	=	0.01	" "
Unit.....	Metre square	=	1.	" "

This table for surfaee measure applies to the measurement of eloth, lumber, and the like, and to the measurement of land where it is very valuable, as in cities; but for measuring land upon a large scale the metre square is too small a unit to start from, so that a square of ten metres on the side, equal to one hundred square metres, has been selected as the surfaee unit for measuring land, and the Greek and Latin prefixes are applied to the name of this unit square, which is called an *area*, or *are*. Of the seven names thus formed only two are much used. viz: the are and the hectare.

SURFACE (LAND) MEASURE.

			Are.		Square Metres.
Divisions..	Milliare	=	0.001	=	0.1
	Centiare	=	0.01	=	1.
	Deciare	=	0.1	=	10.
Unit.....	Are	=	1.	=	100.
Multiples..	Decare	=	10.	=	1,000.
	Hectare	=	100.	=	10,000.
	Kilare	=	1,000.	=	100,000.

CUBIC MEASURE.

			Cubic Metres.
Divisions..	Cubic Millimetre	=	0.000,000,001
	Cubic Centimetre	=	0.000,001
	Cubic Decimetre	=	0.001
Unit.....	Cubic Metre	=	1.
Multiples..	Cubic Decametre	=	1,000.
	Cubic Hectometre	=	1,000,000.
	Cubic Kilometre	=	1,000,000,000.

The cubie metre is in eommon use as a measure for stone, sand, and gravel, wood for fuel, and like materials which are sold by measure. When applied to the measurement of wood for fuel the cubie metre is sometimes called a *stere*, and to this name the Greek and Latin prefixes may be, but seldom are, applied.

For the measurement of wine, beer, oil, grain, and similar wet and dry substances, a smaller unit than the cubic metre is desirable. As a special unit was made from the square of the decametre for land measurement, so the cubic decimetre is selected as a special standard of capacity for the measurement of those substances which are bought and sold by the English wet and dry measures. The cubic decimetre thus used is called a *litre.*

CAPACITY MEASURE.

		Litres.	Cubic Metres.	
Divisions..	Millimetre	= 0 001	= 0.000,001	= cubic centimetre.
	Centilitre	= 0.01	= 0.000,01	
	Decilitre	= 0.1	= 0.000,1	
Unit.....	LITRE	= 1.	= 0.001	= cubic decimetre.
Multiples..	Decalitre	= 10.	= 0 01	
	HECTOLITRE	= 100.	= 0.1	
	Kilolitre	= 1,000.	= 1.	= cubic metre.

Of the measures contained in this table only two, the litre and the hectolitre, are in very common use, though they are all more or less employed.

The table of weights bears an intimate relation to this table of capacity. As already mentioned, the weight of that die-sized cube, a cubic centimeter or millilitre of distilled water (taken at 4° C., its point of greatest density) constitutes the metrical unit of weight. This weight is called a *gramme.* From the very definition of the gramme and from the table of capacity measure it is clear that a litre of distilled water at 4° C. will weigh 1,000 grammes.

WEIGHTS.

		Grammes.	
Divisions..	MILLIGRAMME	= 0.001	
	CENTIGRAMME	= 0.01	
	DECIGRAMME	= 0.1	
Unit.....	GRAMME	= 1.	= cubic centimetre of water at 4°
Multiples..	Decagramme	= 10.	
	Hectogramme	= 100.	
	KILOGRAMME	= 1,000.	= 1 cubic decimetre of water at 4°

The beautiful simplicity and directness of the relations between weights and volumes in the metrical system can now be more fully explained. The chemist or apothecary, for example, uses the gramme as his unit weight, and for his unit of volume, or measure, a cubic centimetre, which is the bulk of a gramme of water. The grocer, for his coarser work, uses the kilogramme as his unit of weight, and for unit of measure, the bulk of a kilogramme of water,

the litre. A boat displaces a certain number of cubic metres of fresh water; it weighs then the same number of 1,000 kilogrammes, since a litre of water weighs a kilogramme, and a thousand litres make a cubic metre. In all commercial dealings, in all manufacturing processes and scientific investigations, these simple relations between weights and measures are an unspeakable advantage.

The number and length of the names included in the above tables may perhaps deter some minds from the really easy task of mastering this simple and consistent system. One obvious suggestion will, however, remove this seeming difficulty. Since the numerical expressions for metrical weights and measures are invariably decimal, they may always be read as decimals. Thus, 5.126 metres will be read, five metres and one hundred and twenty-six thousands, and not, five metres, one decimetre, two centimetres, and six millimetres. So, 5.26 hectares may be read, five hectares and twenty-six hundredths, or five hundred and twenty-six ares, but not, five hectares, two decares, and six ares. Or again, the expression 10.5 grammes is read, ten and five-tenths grammes; 16.56 kilogrammes, sixteen and fifty-six hundredths kilogrammes. This point will be readily comprehended by comparison with our manner of reading figures in our decimal currency. We read $105 00 one hundred and five dollars, not ten eagles and five dollars; we say sixty-five cents, not six dimes and five cents. It should be remembered, in this connection, that the metrical system of weights, measures, and coinage does away with the so-called compound addition, subtraction, multiplication, division, and reduction, and with all fractions not decimal. All computations, under this system, are made with decimals alone.

The following abbreviations are very commonly and advantageously used in writing and printing:

m. m. for millimetre; m. m. for square m. m.$^{-2}$; m. m. for cubic m. m.$^{-3}$

c. m. " centimetre; c. m. " " c. m.$^{-2}$; c. m. " " c. m.$^{-3}$

k. m. " kilometre.

m. " metre: m. " " m.$^{-2}$; m. " " m.$^{-3}$

L. " litre; Hecto. for hectolitre.

Grm. " gramme; Kilo. or K. for kilogramme.

It remains to bring the weights and measures of this philosophical system into comparison with those of the irrational and complicated English scheme, which we have so unfortunately inherited:

1 metre=1.0936 yards=3.2809 feet=39.3708 inches.
1 are=3.9574 perches=119.6033 square yards=0.0247 acres.
1 hectare=395.7388 perches=2.471 acres.
1 cubic metre=35.3166 cubic feet=1.3080 cubic yard.
1 litre=1.7608 imp. pint=0.2201 imp. gallon=61.0271 cubic inches.
1 gramme=15.4340 grains Avoirdupois=15.4424 grains Troy.
1 kilogramme=2.204 pounds Avoirdupois=2.6795 pounds Troy.
1000. kilos=2204. pounds Avoirdupois.

In making these comparisons it must be borne in mind that we now have two different weights called a pound, two different tons, and two different measures called a gallon. The two pounds are to each other nearly in the ratio of 35 to 29, and the two gallons are related to each other as 277.274 to 231.

When we extend our view beyond the territory of any single nation, and take into consideration international exchanges and the statistics of different countries, the obstacles to commerce and to the diffusion of knowledge which are due to the want of one universally accepted system of weights and measures throughout the civilized world become more and more apparent. If only the great nations had different standards, the evil would be serious, but less intolerable than it actually is, for it often happens that the different provinces of a single nation, and not seldom its petty cities and towns, employ special weights and measures whose acceptance is very narrowly local. It would be hard to exaggerate the difficulties thus thrown in the way of statisticians, and of all other students who desire to compare the experience of different nations, or the scientific researches of philosophers writing in different languages. In the sciences of chemistry and physics this evil became so intolerable that the metrical system has already come into general use among all the scientific communities of Europe and America.

The recent action of Congress is good as far as it goes; but the national Government has it in its power, as never before, to bring about this purely beneficent revolution with promptness and thoroughness. If the metrical system were at once exclusively employed in all the dealings of the Government, in all the business of the

customs, the internal revenue, the post office, the patent office, the army and navy bureaux, and the administration of the public lands and public improvements, the people of the United States, than whom none are more prompt to seize a new thing, so it be good, will be in full possession of this inestimable improvement within five years. In the mean time it is to be hoped that the commission, which the President is authorized to appoint for negotiating with foreign Governments, may be so constituted as to represent effectively the best statesmanship, business capacity, and science of the country, that they may carry weight in the council of nations. The commission is charged with the subject of coinage as well as that of weights and measures, and upon that subject American experience is of special value. Our borrowed system of weights and measures would doubtless give place to the metrical system; but for a standard of value there is no unit so deserving of general adoption, or so likely to be adopted, as the Spanish, Mexican, and American dollar.—*The Nation.*

[For the California Teacher.]

UNCLE CHUNCLE'S SERMON.

"Take the life of an American girl in one of our large towns, and see what it is. From the time that the girl is seven years old, her first thought when she rises in the morning is to eat her breakfast and be off to her school. There is really no more time than enough to allow her to make that complete toilet which every well-bred female ought to make, and to take her morning meal before her school begins. She returns at noon with just time to eat her dinner, and the afternoon session begins. She comes home at night with books, slate, and lessons enough to occupy her evening. What time is there for teaching her any household work, for teaching her to cut, or fit, or sew, or to inspire her with any taste for domestic duties? Her arms have no exercise; her chest and lungs, and all the complex system of muscles which are to be perfected by quick and active movement, are compressed while she bends over book, and slate, and drawing-board; while the ever-active brain is kept all the while at the top of its speed. She grows up spare, thin, and delicate; and while the Irish girl who sweeps the parlors, rubs the silver, and irons the muslins, is developing a finely rounded arm and bust, the American girl has a pair of bones at her sides, and a bust composed of cotton padding, the work of a skillful dressmaker."

Well, madam, *take* the life of an American school girl and see what it is. From the time she is seven years old, her first thought after eating her breakfast is to be off to school. How fortunate it is that this is the case. Suppose her first thought was *not* to be

off to school, what then would it be? I'll tell you, madam. It would be to lop down into a rocking chair and imagine that her side ached. How much better to bustle around and hurry away from that altar of laziness, upon which her mother has been for thirty years offering herself as an unburnt offering to the god of indolence. What health-giving exercise blesses her in that hurried trip to school. And when she reaches the yard, half an hour or so before school, how that exhilarating game of "Old Mammy Daddy" rounds her arms and brightens her eyes. And then that unladylike, but wholesome screaming, which to your disgust, madam, you cannot induce the teacher to prevent—how it fills out her lungs and develops her chest!

Comes home with books and lessons enough to occupy the evening, does she? Well, having romped five times that day, isn't it *time* to sit down awhile? But you haven't said a word about that hour and a half's practice at the piano twice a day. Those books and lessons interfere with the necessary thumbing, don't they? That's what raises your ebenezer, madam, but you are ashamed to say so.

What time is there for teaching her household duties? Time isn't what's wanted, madam; it's inclination on the part of her mother that's wanted. It's example of industry that's wanted. There's *lots* of time between her return from school and dusk, and on Saturdays, Sundays, and vacations, to teach her more than her mother knows about them.

There's time enough. It's not the want of anything. It's too much of *one* thing, and that is *laziness*, sheer laziness, madam, and nothing else. Instead of singing merrily over the washing of the breakfast dishes, as she ought to, she thinks she *can't* do it. She would rather lie down and die than take care of her own little household. Teach household duties! Teach fiddlesticks, madam! All she's fit to teach is *indolence*, and she isn't fit to teach that in any more active way than by example.

Grows up spare and delicate! Irish girl develops finely rounded bust, eh! All gabble, madam, and you know it. Imagine a procession of servant girls and note the sneering elevation of your delicate little nose, as you criticise their arms and busts. You *know* you don't admire them; and when you undress Matilda for a

party and invariably exhibit her bare arms, it's because you are anxious to make those bones at her sides conspicuous, isn't it?

As to busts, madam, I don't know exactly what they are, and I am ashamed to talk about such things; but since you've mentioned it, I'll merely remark that if the article in question *weighs* anything, it's well her mother hasn't one; for if she had, she'd want another servant girl to help her carry it up and down stairs.

BRAINS VERSUS TEXT BOOKS.

An artist, admiring the work of a successful professional brother, asked: "With what do you mix your colors to produce such fine effects?" "With brains, sir," was the answer. When we hear teachers anxiously asking each other what books they use to advance their pupils in knowledge, we are reminded of this anecdote. If the teacher is true to himself and to his calling, it matters little what text-books may be in the hands of his classes. The successful teacher must prepare himself for every recitation. He must never appear before his class without being "master of the situation." Should circumstances occasionally rob him of the time necessary for imbuing himself with the essence of the subject, he might better defer the recitation.

The teacher will seldom find a perfect text book. And he should always be ready to point out the errors in each day's lesson. He should be able to cite different authorities when the text books disagree upon certain questions. Too many of our school books are imperfect in many particulars. But, if the teacher use "brains" properly, he can teach us thorough lessons, and make more enduring impressions upon the mind of his pupils, than he could were all the text books invariably perfect while he himself was at all deficient. No teacher has a moral right to adopt, unquestioned, the assertions and opinions of school book makers.—*Am. Ed. Monthly.*

RULES FOR SPEAKING.

1. Don't choose a piece too big for you or too long for the audience.

2. Learn the author's name; when, why, and where he spoke or wrote.

3. Read your selection very carefully several times before you begin to commit it to memory.

4. Study tone, time, emphasis, inflection, gesture, etc., and get them as nearly right as you possibly can. Ask your teacher about them.

5. Learn your piece *well* before you try to speak it at all.

6. Wear a neat, plain dress. Attend to hair, teeth, hands, nails, and shoes.

7. Walk to the platform quietly, firmly, and gracefully. Don't hurry. Don't swagger as if you didn't care.

8. Get into the right place, near the front, before you bow.

9. Bow by easily and gracefully bending forward body and neck.

10. Commence in a moderate tone, just loud enough to be clearly heard by all in the room, unless the piece begins with some sudden excitement or strong feeling.

11. While speaking, try to imagine yourself the original author or speaker. Make the piece *your own*. THINK what you *do*. MEAN what you *say*.

12. Don't stand still through the whole speech. Change your posture as the subject changes. But don't swing or move the body constantly, and don't keep restlessly stepping about all the time.

13. Don't use any gestures unless you know their force and meaning.

14. You may use gestures not marked in the piece.

15. When you get through, bow without hurry, and go back as you came.

16. *Be* WIDE-AWAKE, *thoroughly* IN EARNEST *all the time.*

PROF. KNOWLTON *in Cal. Youths' Companion.*

Department of Public Instruction.

DIRECTORY LIST OF COUNTY SUPERINTENDENTS.

COUNTIES.	NAMES.	P. O. ADDRESS.
Alameda	Rev. Chas. E. Rich	Alameda
Alpine	L. S. Greenlaw	Markleeville
Amador	S. G. Briggs	Jackson
Butte	R. H. Allen	Chico
Calaveras	F. O. Barstow	Mokelumne Hill
Colusa	J. C. Addington	Colusa
Contra Costa	Rev. H. R. Avery	Pacheco
Del Norte	J. D. Bailey	Smith River
El Dorado	E. B. Conklin	Placerville
Fresno	S. H. Hill	Kingston
Humboldt	Rev. Wm. L. Jones	Eureka
Inyo	J. Earl	Camp Independence
Kern	Jos. R. Riley	Havilah City
Klamath	Jno. N. Rand	Sawyer's Bar
Lake	A. P. McCarty	Lakeport
Lassen	A. A. Smith	Susanville
Los Angeles	Wm. J. McKee	Los Angeles
Marin	A. Barney	San Rafael
Mariposa	D. W. Washburn	Mariposa
Mendocino	C. C. Cummings	Ukiah
Merced	Charles M. Blair	Union
Monterey	Thomas Bralee	Monterey
Napa	Rev. A. Higbie	Napa
Nevada	M. S. Deal	Nevada
Placer	S. R. Case	Auburn
Plumas	G. W. Meylert	Taylorville
Sacramento	Dr. F. W. Hatch	Sacramento
San Bernardino	Wm. L. Ragsdale	San Bernardino
San Diego	G. A. Pendleton	San Diego
San Francisco	John C. Pelton	San Francisco
San Joaquin	Melville Cottle	Stockton
San Luis Obispo	P. A. Forrester	San Luis Obispo
San Mateo	Robert Greer	Redwood City
Santa Barbara	A. B. Thompson	Santa Barbara
Santa Clara	Wesley Tonner	San Jose
Santa Cruz	H. P. Stone	Soquel
Shasta	W. L. Carter	Shasta
Sierra	J. B. Fish	Downieville
Siskiyou	Thomas N. Stone	Yreka
Solano	George W. Simonton	Vallejo
Sonoma	C. G. Ames	Santa Rosa
Stanislaus	T. T. Hamlin	Langworth
Sutter	Dr. E. B. Dunwell	Yuba City
Tehama	Wm. T. Cressler	Red Bluff
Trinity	David E. Gordon	Weaverville
Tulare	M. S. Merrill	Visalia
Tuolumne	H. H. Spencer	Columbia
Yolo	M. A. Woods	Cache Creek
Yuba	D. C. Stone	Marysville

LINCOLN MONUMENT FUND.

COUNTY.	TEACHER.	DISTRICT.	AMOUNT.
San Francisco	S. D. Simonds	Broadway, colored	$5 00
"	Miss Hunt	Sutter street, primary	9 40
Santa Clara	Mrs. E. J. Bassett	San José	2 50
" "	Miss R. M. Palmer	San José	30
" "	N. B. Garbrick	Oak Grove	4 10
" "	Miss A. Hall	Redwood	2 40
" "	G. T. Chase	Berryessa	3 10
" "	S. M. Sherer	Adams	1 80
" "	Miss Phelps	Carneadero	2 37
" "	A. P. Taylor	Braly	3 60
" "	Miss L. Ross	Burnett	1 40
" "	T. W. Jenness	Laguna	80
" "	M. M. Gay	Los Gatos	1 00
" "	Miss De La Mater	Alviso	2 00
" "	C. C. Haywood	Silver Creek	1 00
Solano	D. M. Hatch	Suisun, No. 5	4 35
Alameda	Mrs. Wheelock	Oakland	3 35
Contra Costa	Emily Abbott	Excelsior	2 00
" "	S. Williams	Somerville	6 00
" "	M. V. Ashbrook	Antioch	2 00
" "	A. Thurber	Pacheco	4 25
" "	Esther Putnam	Central	3 00
" "	H. S. Raven	Amador Valley	2 00
" "	Carrie Stevens	Mount Pleasant	2 25
" "	Miss Hall	Sycamore Valley	1 00
" "	J. T. Jones	San Pablo	5 00
San Francisco	Mrs. L. Carter	West End	3 00
" "	James Denman	Denman Grammar	40 00
Santa Barbara	Miss A. Brinkerhoff	San Buenaventura	2 60
" "	Miss H. F. Williams	Montecito	3 00
Yuba	D. C. Stone	Marysville	6 00

COWDERY'S MORAL LESSONS.—As the use of this book is required by the State Course of Study in every school in the State, it will be the duty of all teachers to procure themselves a copy, and the duty of Trustees to require them to do it. County Superintendents will enforce the requisition. The Moral Lessons are among the most important of the State course, and must not be neglected in a single school.

SCHOOL LAW.—A sufficient number of copies of the School Law, with the rules and regulations of the State Board, have been sent to the various County Superintendents, to supply each district with two copies—one for the Clerk, and one for the school and teacher. Trustees and teachers can obtain them by applying to the County Superintendents.

Resident Editors' Department.

THE EL DORADO COUNTY INSTITUTE—Held in Placerville, July 31st to August 5th, was attended by all the teachers in the county, with two exceptions. Evening lectures were given by Rev. W. C. Mosher, Rev. C. C. Pierce, and by the State Superintendent, who was present during the entire session of the Institute. The exercises were of a practical character, and no time was wasted in discussing abstractions. The various teachers who were appointed to present topics acquitted themselves well, notwithstanding the hot weather.

A session of the County Board of examination was held during the week, at which twelve applicants were examined. The Board used the last questions of the State Board, and set the following standard: 1st Grade Certificates, 70 per cent., and two years' experience in teaching; 2d Grade, 60 per cent. and one year's experience; 3d. Grade, 50 per cent.

The schools of the county seem to be in good condition. We visited the old town of Coloma, and lectured in the evening on the subject of Education. Mr. Marshall, who made the discovery of gold in digging a race for a sawmill in 1848, has given up mining, and "located" a pretty vineyard on one of the steep hillsides overlooking the town. Coloma is now famous, not for its mines, which are "panned out," but for its luscious peaches and fine wine.

The school at Gold Hill is taught by S. A. Penwell, Ex-County Superintendent. The people are building a new school house at a cost of $1,000.

Robert Taylor, who holds a State Diploma, is teaching successfully at Kelsey. Mr. Rattan teaches at Reservoir Hill. He is an enthusiast in Natural Science, and has made a fine botanical collection of the flora of this county. Mr. Rattan and Mr. Pease, another teacher in this county, intend to make the tour of Europe next year, and visit the World's Fair at Paris. They are both teachers who will do credit to the State.

Mr. Makinney is succeeding well in the Placerville school. At a recent exhibition the sum of $200 was realized for the benefit of the school. A school for the colored children is to be opened next term.

Placerville, like many other mining towns in the State, is rather dull, and times are hard, but the people maintain their schools.

Rev. C. C. Pearce, City Superintendent, takes an active interest in school matters. E. B. Conklin, County Superintendent, an educator of experience in both private and public schools, has taken hold of his work in earnest, and we feel confident the business of his office will be faithfully and efficiently performed.

Sacramento Schools.—We paid a flying visit to several of the Sacramento City schools, on our return from El Dorado County. A very neat and pretty primary school house, capable of accommodating one hundred and twenty-five children has just been completed, and we found it already full to overflowing. Under the able management of the City Superintendent, Rev. Wm. H. Hill, and the good sense of the City Board, the school affairs of Sacramento have been well conducted. In spite of straitened finances, comfortable rooms have always been open to the children, and the schools have been kept free during the entire school year.

The High School, now taught by Mr. Templeton, who was for several years Principal of the Grammar School, is not large in numbers, but is an excellent institution.

The Franklin Grammar School is taught by Mr. Howe, formerly teacher of the Auburn public school, and one of the most promising young teachers in the State.

In point of efficiency and classification the schools of this city compare very favorably with the schools of San Francisco. The annual examinations of the Sacramento schools are public and are reported in detail by the Sacramento *Union*, and as a natural result, the people fully appreciate their excellent system of education.

Sonoma County.—We visited several of the schools of this county some time ago, but have had no space for notes until now. Sonoma ranks next to San Francisco in the number of its school census children, and numbers seventy school districts. Children seem to thrive here quite as well as grain, potatoes, and vineyards. Santa Rosa has a fine new schoolhouse erected at a cost of $5,000, which is both well planned and well finished. It is already filled to its utmost capacity. This town has also a school for colored children. The old town of Sonoma has a fine public school, numbering one hundred and twenty pupils. This school was organized two years ago, and has had the good fortune to be taught, first by Sextus Shearer, who is well known to the readers of the Teacher, and next by J. M. Sibley, member of the State Board of Education. The trustees have had the wisdom to pay good wages, and so have had a good School. Petaluma has a fine school under the direction of Prof. Lippett, who is an earnest, capable, and enthusiastic educator. The High School Department is largely attended by advanced pupils, who outrank the students of some of the so-called "colleges." The school at Bloomfield is taught by Mr. James Harlow, a graduate of the Bridgewater (Mass.) State Normal School. If any trustees in the State can afford to pay him a salary of $1,500 a year, he can probably be induced to change his school. The school tax in this county is thirty-five cents on the hundred dollars, the maximum allowed by law; four years ago it was ten cents. The written examinations of the County Board are carefully conducted, and will secure a competent corps of teachers.

Advice.—Buy and read "Herbert Spencer on Education," and you will thank us for this item of advice.

Santa Clara Schools.—We had the pleasure of attending the examination of these schools in the month of July. Santa Clara is now an incorporated town, having a special Board of Education of six members. Rev. Addison Jones is the City Superintendent. After a thorough examination, the schools have been graded preparatory to the next term. The present school rooms are wholly insufficient to accommodate the school children, and it is the intention of the new Board to erect forthwith a new house at a cost of $6,000. These schools are taught by an excellent corps of teachers, and only need a good schoolhouse to place them among the best in the State. Mr. Jones, the City Superintendent, is enthusiastic in his duties, notwithstanding he is allowed only one hundred dollars a year for his services. He is the right man in the right place.

The Solano and Napa County Institute—Held at Vallejo, July 16th to 21st, was attended by all the teachers of both counties, some fifty in number.

Prof. Lippett, of Petaluma, was engaged as a regular Institute teacher, for the whole session. He also delivered a very able evening lecture on the subject of a *National School System*.

Prof. Knowlton was present one day, and delivered an evening lecture.

Superintendent Simonton gave an able evening lecture on *Electrical, Chemical, and Organic Forces;* and Superintendent Higbie lectured on Astronomy, illustrating it by use of a magic lantern.

State Superintendent Swett was present three days of the session.

A thorough county examination was held in connection with the Institute, the Board using the entire set of the State Board. The teachers stood the test well. A delightful excursion was made to the Navy Yard, on Mare Island, and to the famous ironclad "Monadnock" and her consort, the "Vanderbilt."

The joint Institute was a decided success.

City School Census.—The total number of children in San Francisco between 5 and 15 years of age, according to the last census, is 17,288. Of this number, 17,023 are white, 146 negro, and 19 indian. The number of children under 3 years of age is 13,306, or 4,000 more than the whole number now attending school. Look out for full primaries next year. The whole number reported as having attended public schools at any time during the school year, is 9,206; attending private schools, 4,403; attending no schools, 3,746; making in all, 17,335, which very nearly agrees with the whole number reported as between 5 and 15—17,288; showing the returns to be quite accurate. Last year, the number between 4 and 18 years of age was 20,581, the number attending public schools, 7,805; private schools, 5,450; not attending school, between 4 and 18, 3,065; total, 16,320—showing a discrepancy of 4,000 children unaccounted for. Of the number who attended school last year, 59 per cent. attended public, and 41 per cent. private. This year, 68 per cent. attended public schools, and 32 per cent. private schools; a relative gain of public over private schools of 9 per cent. The number of children who speak German is 1,275; French, 530; Spanish, 400; Italian, 221; Chinese, 68.

Personal.—George Tait, Ex-Superintendent of Common Schools of San Francisco, on his return from a trip to the Eastern States, has taken a position as instructor in the Oakland College School. Mr. Tait is a capable and popular educator, and we congratulate the Oakland faculty on their good fortune in securing his services.

Mr. Brayton has also enticed J. M. Sibley, of the State Board of Education, by the allurements of a higher salary than the public schools could pay him. Mr. Sibley has been doing good service in the public schools of this State for ten years, and has not grown rich; so we don't blame him for entering a better field of labor. Oakland College, however, must bid high to keep him, as we shall do our best to get him back.

J. A. Louttit, Graduate of the California State Normal School, has taken charge of the Public Grammer School at Brooklyn, Alameda County. Mr. Louttit has proved himself a very successful teacher, and we congratulate him on his promotion, and the school on its teacher.

Wesley Touner, County Superintendent of Santa Clara county, has taken a four months' trip to the Eastern States. We wish him a pleasant trip and a quick return. Santa Clara can't do without him.

H. N. Nutting, of Butte County, holder of a State Educational Diploma, has taken charge of the Redwood City Grammar School. We congratulate the trustees on securing so capable a teacher.

Silas A. White, graduate of the California State Normal School, and holder of a State Diploma, is teaching in the Grammar School at Martinez to the entire satisfaction of everybody concerned. The holders of State Diplomas seem to be appreciated.

E. D. Humphreys, graduate of the State Normal School, has been elected to a position in the schools of this city.

Mr. Moore, from the State Normal School, has been elected to the position of assistant teacher in the San Francisco Industrial School.

Misses Holmes, Flint, Gummer, and Miller, all graduates of the State Normal School, have been elected to positions in the city schools.

Miss Bertha Comstock, graduate of the State Normal School, has taken charge of the new public school at Lakeville, Sonoma county.

Capt. Lorenzo D. Allen has been elected sub-master at the Spring Valley School; Bernhard Marks, Principal.

Miss Phœbe Palmer, recently from Connecticut, has been elected assistant in the Union Grammar School; Mr. Myrick, Principal.

S. R. Bradshaw, a graduate of the State Normal School, has been elected Principal of one of the city schools of Oakland. It cannot be said that the graduates of the State Normal School are not in demand.

Report of County Superintendents.—The delay in forwarding blanks for the reports of county superintendents was owing to the fact that the State Printer was occupied in getting out the "Great Registers," which, being of greater importance, took precedence in time. So the "Registry Law"—that general "scape goat"—was the cause of the delay.

Barnard's Journal of Education.—We have received the June number of this invaluable educational quarterly. It contains a steel engraving of J. S. Goodnow, Superintendent of Public Instruction, Kansas, and H. D. McCarty, second President of the Kansas State Teachers' Association, with a biographical sketch of each. It also contains a fine cut of the Oswego State Normal and Training School, with a sketch of the organization of the institution. Among the valuable papers of this number are the following: *The Educational Duties of the Hour*, by S. S. Greene, President of the National Teachers' Association; *Object Teaching*, its General Principles, and the Oswego System, by S. S. Greene; *Normal Schools in the United States*, by Richard Edwards, Principal of the Illinois Normal University; *Education as an Element in Reconstruction*, by J. P. Wickersham; *A National Bureau of Instruction*, by A. J. Rickoff; *Formation of Moral Character*, by M. F. Cowdery; *Public Instruction in Austria*; and sketches of Educational Conventions and Associations in Kentucky, Tennessee, Georgia, North Carolina, South Carolina, Missouri, Delaware, Texas, Alabama, Maryland, District of Columbia, Florida, Arkansas, Mississippi, Oregon, West Virginia, and Kansas. There ought to be one hundred subscribers for this journal in California. The articles in this number alone are worth the subscription price for the year — only $4.50 in currency. Address Henry Barnard, Hartford, Conn.

American Institute of Instruction.—We have received a very pleasant and pressing invitation from B. G. Northrop, President of the Institute, to attend the next meeting, to be held at Burlington, Vt., on the 7th, 8th, and 9th of August, 1866. The programme is a tempting one, and if we could get there, we would like to go. It is one of the disadvantages of living so near the setting sun, that we must lose all the pleasant gatherings of eastern educators. Thank you for the invitation, Mr. Northrop, but the continent is too wide.

National Association of School Superintendents.—Mr. Northrop is also President of this Association, which meets in Indianapolis, Indiana, on Monday and Tuesday, August 13th and 14th, and we are again tempted to go East to this important meeting; but the law does not allow a State officer to leave the State without special permission of the Legislature, and we really cannot get away.

Roll of Honor of Red Bluff Public School.—Term commencing September 25th, 1865, ending June 9th, 1866. W. A. Sanders, teacher.

Miss Ella S. Tuttle,	Miss Sarah E. Baker,	Miss Zuritha J. Eachus,
Miss Mary Vestel,	Miss Lovina Williamsou,	Miss Katie Nagle,
Mr. Geo. W. Sullivan,	Mr. Wm. D. Rambo,	Mr. Johu Lee,
Mr. Ambrose Black,	Mr. J. Floyd Vicars,	Mr. Byron Vicars,
	Mr. Charles B. Fitzgerald.	

San Jose Teachers' Association.—The last monthly meeting of this association was well attended. Lectures were given by Prof. Knowlton and Supt. Swett. This association has the largest and best teachers' library in the State.

NOTICE.—The graduates of the State Normal School can have their Diplomas by calling at this office. The State Certificates which were issued to the following persons, on the results of the last examination, can be obtained by calling for them at this office :

Diploma—Mrs. Ira G. Hoitt.

2*d Grade Certificates*—Miss Clara C. Howell, Miss M. S. Richardson, Miss Phœbe Palmer.

3*d Grade Certificates*—Mrs. Mary Humphrey, Miss M. Brady, Mrs. Lois W. Hopkins, Miss Zillia M. Hyde, Miss M. E. Dames, Mrs. Kate McLaughlin.

CITY INDUSTRIAL SCHOOL.—A few days since we had the pleasure of visiting this excellent institution, which now numbers one hundred and fifty boys and twenty-five girls. It is under the superintendence of Col. Wood, who evidently is a good business manager.

Through the active interest of Director Kennedy, the school has been graded, the city series of text-books adopted, and the school rooms rearranged and refitted, with the intention of making the school, in all respects a first class public school. John A. Moore, of the State Normal School, has recently been appointed one of the teachers. The position will test his Normal training. We intend to visit this school again in a short time, and will then give a detailed report of it.

DISTRICT CLERKS.—In accordance with the provisions of the Revised School Law, two copies of the CALIFORNIA TEACHER are now mailed to each District Clerk—one for the use of the Board of Trustees, the other for the District School Library. It is the duty of the District Clerk to deliver one copy to the teacher of his district, for the use of the school and the teacher, to be kept on file at the school house. If any Clerks fail to receive their copy, they will please forward their address to this office. As the "District Clerks" are frequently changed, any new Clerks will of course take from the office the CALIFORNIA TEACHER, even though it still be sent to the address of the former Clerk.

COUNTY AND CITY SUPERINTENDENTS.—A copy of the TEACHER is now sent to each County Superintendent, and each City Superintendent. If any fail to receive it, they will notify us of the fact.

INYO COUNTY.—This new county is rapidly organizing its schools, under the direction of County Superintendent Earl. The rate of county tax is thirty-five cents on a hundred dollars. One school is already in operation.

When will Mono County organize a school?

CLARK'S GEOGRAPHY is meeting with great success. The author has favored us with two or three additional pages of a "pronouncing vocabulary," in which each name is divided and accented, and the pronunciations of doubtful syllables are represented in italics. It will prove of great assistance to those especially whose knowledge of Spanish is imperfect.

State Normal School.—The American Normal School Association does not take the papers. Even Brother Edwards, of the *Illinois Teacher*, to whom we had given credit for knowing everything, has demonstrated in his journal for May (page 158) that he is more than three years behind the times. In the "Register of Normal Schools," supposed to be official, the high priests of the Eastern synagogue ignore the existence of the California State Normal School entirely. We do not thank them for it. We wish to be counted "inside" on that question. Our State Normal School opened in the city of San Francisco on the twenty-third of July, 1862, and has been doing good service ever since. The California Teacher, which commenced its vigorous existence with the month of July, 1863, made special reference to our State Normal School in its first volume nearly a dozen times; in its second volume, fourteen times at least, and in its third volume, nearly as many times more; so that these Atlantic Coast brethren are, as Paul once said of certain other individuals, "without excuse."

We trust that Prof. George W. Minns, the Principal of the California State Normal School, who is now on leave of absence at the East, will further enlighten the benighted people of those parts. In the mean time, Prof. Carlton, the acting Principal, informs us that nearly a hundred students are in attendance; and we are assured in our minds that the Golden State will persist in having a State Normal School, whether the same be recognized abroad or otherwise.

State Normal School Report for Month Ending Aug. 4th, 1866.—

Whole Attendance during the month	90
Whole Attendance of Females	78
Whole Attendance of Males	12
Average number belonging during month	85.5
Average Daily Attendance	82.7
Per centage of Attendance	96
Number Admitted	89
Number Left	3
Number in Senior Class	33
Number in Junior Class	31
Number in Sub-Junior Class	26
Number of Counties represented	12

Literary Notices.—The following new works have been received:

An Algebra and an Arithmetic. Adapted to the Course of Instruction usually pursued in the Colleges and Academies of the United States. By P. A. Towne, formerly General Principal of the Barton Academy, Mobile, Ala., Professor of Mathematics, Clinton Liberal Institute, N. Y. Louisville, Ky.: John P. Morton & Co. pp. 282 and 360, respectively.

We have examined these books with some satisfaction and some disappointment. The author claims no more than he deserves, and he deserves no more than he claims. The definitions in both books are concise and accurate, and

the rules are short and clear; but we can see no great improvement, in these particulars, on the many other excellent works on the same subjects. The treating of decimal fractions in connection with decimal notation is a new arrangement for books of this style, but Dana P. Colburn has the same feature. The examples are carefully graded and very judiciously varied, and as instruments to be used by competent instructors, it is saying very much to say that they are fully equal to the very best published. But we are disappointed at receiving so little from a source so rich in what we need most. Mr. Towne, with his thirty years' successful practice in the class room, should give us his methods of introducing and developing each particular point, as Colburn has done. We want more Normal and less Text book. The perspicuity which shines on every page of these books shows that the whole subject has been thoroughly digested in the author's mind, and systematized from a teaching standpoint; and he owes it to the profession to exhibit his explanations, illustrations, and demonstrations, in the place of the bald solutions and rules which he has given us, and which we can get elsewhere. These remarks do not apply to the Algebra, which contains something we have long looked for in vain, namely: a *popular* treatment of the higher equations and the principles upon which their solution depends. M.

Goodrich's Series of School Readers. Edited by Noble Butler, A.M. Louisville (Ky.): John P. Morton & Co. A First School Reader, pp. 72; a Second School Reader, pp. 144; a Third School Reader, pp. 216; a Fourth School Reader, pp. 264; a Fifth School Reader, pp. 384; a Sixth School Reader, pp. 551.

This series of Readers is used extensively in Kentucky, and is worthy of use anywhere. The selections are well made, the works are well printed, and the teacher who had them in school would be unskillful if he did not succeed with his reading exercises. In this State, where the Public Schools are already supplied with Willson's noble series, and teachers are not allowed discretion in the selection of books, the field is not open for rival publishers, nor would there be a gain in changing the system. Still, the series published by Messrs. Morton is one which teachers would be interested in, and would well repay their attention.

Spare Hours. By John Brown, M.D. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 458.

This is not one of the newest of books, but the announcement that a second series of "Spare Hours" will be soon forthcoming has sent us back to renew some pleasant hours spent over this first series, published about three years since. It is a collection of essays on various subjects, first and foremost of which is that choice specimen of heart story-telling called, "Rab and his Friends," which once read, will not soon be forgotten. The essay on "Education through the Senses" touches the vocation of our readers, and the sketch of Arthur Hallam—for whom "In Memoriam" was written by Tennyson—gives information which every literary person will be glad to obtain. Then the theologian has his tastes consulted in the article on "St. Paul's Thorn in the Flesh: What was it?" We are sure it is never too late to notice a volume so full of quiet humor as this.

THE COMMON SCHOOL SPEAKER. By Noble Butler. Louisville, (Ky.): Jno. P. Morton & Co. pp. 359.

This book contains two hundred and eighty-six selections for recitation, "designed chiefly for young pupils," the compiler says, but containing, as we think, a sufficient variety for all pupils in the common schools. Though not a new work, it is as good as new, except that the eloquence evoked by the recent war is not represented. Should another volume of similar size be published to contain these later specimens of eloquence, the two would furnish every school boy with an abundant supply of matter for his weekly declamations.

THE SUNDAY MAGAZINE for 1865. Edited by Thomas Guthrie, D.D. London and Edinburgh: Strahan & Co. San Francisco: A. Roman & Co. pp. 954.

The leading principles of religious thought are the same the world over, and what is adapted to the wants of Christian families in England or Scotland will be welcomed elsewhere by those who believe in the same Scriptures. We believe essentially in the holy Catholic church; and the *Sunday Magazine*, by whatever name its editors and writers may be known among the churches, goes far to make the universal church truer to the thought of its Founder. We know of no more profitable method of investing five dollars towards the "proper observance of the Sabbath," of which we hear so much, than by putting this volume in families so situated as to be unable to attend the churches. Attractive stories of a religious character, historical sketches, grave articles from grave divines, poetic gems from various European writers; in short there is here an *original* scrap book carefully compiled, handsomely published, and dedicated to the uses of the evangelical portion of the world. We are glad to know of its great success elsewhere, and trust that on this coast it may prove a solace for many weary hours.

GOOD WORDS FOR 1865. Edited by Norman McLeod, D.D., London: Strahan & Co. San Francisco: A. Roman & Co. pp. 934.

Readers of *Littell's Living Age*, or any other republication from British periodicals, will remember the frequent appropriation therein of articles from the volume before us. The publishers of *Good Words* aim seemingly at the preparation for the week of a magazine as suitable for all hours as is the *Sunday Magazine* for the hours that men are accustomed to regard as especially sacred. We find in this volume the whole of Alexander Smith's novel, since republished by Ticknor & Fields, "Alfred Hagart's Household," and the whole of Charles Kingsley's novel, "Hereward, The Last of the English," also republished. Then there is a series of articles, since published in book form in England, upon "Christ, the Light of the World;" a series of Essays by Henry Rogers, on various subjects, and an interesting set of papers by the Editor, about a Journey in the East. We are glad that Messrs. Strahan & Co. have opened communication with America by means of these columns. The motto of this volume, taken from old Herbert, "*Good Words are worth much and cost little*," is suggestive of the fact made known to us by Roman & Co., that the price of the volume is four dollars and a half, and we may add that they are the sole agents on this coast.

PICTORIAL HISTORY OF THE CIVIL WAR IN THE UNITED STATES OF AMERICA.—By Benson J. Lossing. Illustrated by many hundred engravings on wood, by Lossing and Barrett, from sketches by the author and others; vol. I. Philadelphia: George W. Childs. San Francisco: A. Roman & Co. pp. 608.

All persons who wish to forget the events of the last five years, are hereby warned away from Lossing's Pictorial History. He writes that the record may be fresh and life-like. In the preface Mr. Lossing justly alludes to the impossibility of writing what may be properly considered history, and modestly asks that his work may be regarded rather as a chronicle than history. In easy, sometimes too easy style, the story is told of what happened during the war down to and including the battle of Bull Run. Mr. Lossing has been familar with the whole country, and has had ample opportunity for verifying his most important statements. The work before us is as essentially a partisan book as Pollard's notorious history, but it is partisan to freedom and the nation, instead of to slavery and a section. The illustrations, more than four hundred in number, are generally well executed, though sometimes too trivial for notice. The initial letters of the chapters are generally very suggestive and beautiful.

We think this book when completed will prove eminently satisfactory to "the plain people," as embodying in such style as they can readily understand, the details of the conflict through which our land has passed so grandly. The work is sold only by subscription, and it is understood will be completed in about two volumes beside the one already published. A. Roman & Co. are the sole agents for this coast.

SUMMER REST. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 356.

We always have an irresistible inclination to examine the books of this author, not only because she says fresh things, but because also she says old things in a new way, and frequently so changes their relations as to evoke a new set of ideas from the oldest. Very provoking her books are. You get fairly convinced that she is a very bad, unorthodox, irreverent person, when up comes a heart passage, full of the truest, most scriptural faith. You purpose to put the book away, by reason of its utter folly, as in the "Prose Henriade" of this volume, and then come upon some valuable article on the Sabbath, which though not necessarily right, is at least apparently earnest. We would copy for our readers' information the themes laid down in the table of contents, only that they contain so little information after all of the real nature of the articles therein.

A BRIEF BIOGRAPHICAL DICTIONARY. Compiled and arranged by the Rev. Charles Hole, B. A., Trinity College, Cambridge. With additions and corrections by William A. Wheeler, M. A. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 453.

We pronounce this little work one of the most really convenient aids to the teacher recently published. It gives a great number of names—almost as many as there are lines in the volume—the date of birth and of death, together with some fact or hint as to their career. Nothing could be more concise, and yet the facts herein are about all our overworked teachers could expect to retain, and make of service to them. It is handsomely printed and well edited by Mr. Wheeler, whose dictionary of Noted Names in Fiction has made him familiar to our readers.

THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

A PEDAGOGUE'S FAREWELL ADDRESS TO HIS CONSTITUENTS.

I take for granted these things: that all of us believe that a child is worth more than an animal; that a parent's love for his child is nothing to laugh at; that money and trouble expended on the elevation of his sons and daughters is a safe investment, sure to return, as the years pass, bigger and bigger dividends. For when we see a pippin and a crab apple, clusters worth fifty cents a pound and wild grapes that only foxes can eat, or when we see a vagabond and a statesman, we can see what the world is worth with education, and what it is worth without.

The word "Education," grew up on the shores of the Mediterranean sea, about twenty-five hundred years ago, and, until it was so hackneyed that it became insignificant, signified *a leading forth*. Many have turned this word upside down, and make it mean a putting in instead of a drawing out; deeming the teacher a sort of syphon, made of some cheap metal for pouring diluted things into the young mind, as molasses into a keg. One hates to compare a youthful soul to a keg; rather to a flower, (naming education, development) and the teacher to the superintendent of a botanical garden, watching over plants of every zone, allotting as healthful, moisture, dryness, sunshine and shadow.

There are two sorts of schools, public and private; no more opposing each other than the sun and moon are rivals in their shining. Private schools a child may have; public schools a community must have. To be sure, some communities do without them. The Apaches, I have heard, "do without" public schools, and in the Fejee Islands, where they fricassee one another, they "do without" public schools; yet be it likewise observed, that these eccentric people contrive to do without colleges also.

Now a public school belongs to every citizen. He can say: "I own horses, acres of ground, and personal property; and I own an interest in the public school. I have helped to buy good desks for my schools, I have subscribed for a library, and my agents in the matter, the trustees, must manage things to suit me, or I shall vote against them at the next election. One who should let a farm to a bad tenant, and coming and seeing the property going to waste, should say, "the fellow is so bad a tenant that I'll abandon the farm," no doubt would be a fool, whose fit residence is Stockton. Suppose Mr. A's children, next month after my successor has been installed, shall go home, crying that the new teacher is awful; that he can't read; that he cut off Uriah Bilk's head, and roasted poor Mary Gummidge in the stove! Shall Mr. A. forsake his possessions in the school, or shall he dismiss this ferocious teacher? This is a decisive advantage: if you get a bad teacher, you can get rid of him: but no teacher of a private school stipulates to go off in three months, if such is the public will. More likely he is to lie, a ponderous incubus on the general stomach, until starvation drives him elsewhere.

It has seemed unaccountable to me, that the schoolhouse is not the finest building in the neighborhood. It is the place where your sons and daughters pass most of their time, and as you think it expedient to fit up your houses with comforts, it is strange that the schoolhouse is so often a shanty rather than a mansion. I do not hope that it will ever be as attractive as a play-ground, (itself a great help in educating) simply because anything that must be done regularly and with precision, soon becomes irksome to a boy whose impulse is to do nothing continuously, as a butterfly wants

a garden full of bushes to flutter through. Some persons, when they take pills, try to hide the bad taste with a pickle; and for a like reason, probably, the true idea of a school house is that it must be a pleasanter place than the child's home, to counterbalance the repelling influence which duties day after day, are apt to create.

1. The teacher must be a man that John can respect; a man whom he cannot but see — and boys are lynxes, you know — to be above him, not merely in the knack of grammar and arithmetic, but in decency of thought and demeanor; in a word, John must feel that his teacher is more of a gentleman than he.

2. The school house ought to be denied to some uses. Unquestionably horses and swine ought not to be lodged in the school house, nor elections held in it. Pure, rich and quiet ought the circumstances of this house to be, and over its por'al written: "Politics, bigotry, ill-nature and filthiness are forbidden to enter here."

Yet how far what is, lags behind what ought to be! Some scholars tramp into their school house as into a barn. Often they are right, too. The whole establishment is made up of fag-ends. The teacher is a poor stupid fag-end, the stove and benches are each fag-ends after their kind; the instruction is mean, and the boy sees there is no civilization to be had there at any price, despises the lessons and the shabby rulers of the place, and winds up by sending a stone or two at its windows after dark. Now it is not impossible to find fault with the building we are in at present, but I have insisted that it should be respected; that any roof which kept the weather off us while we were getting an education, was performing a friendly office, which we should appreciate; and I have added, hinting better days, that we would learn here how to use that better building against the time it shall be ready for us.

Is the school a dignified corporation, no more to be abused than a church or a bank? or is it a good natured concern, swallowing every insult, and dodging, with humble smiles, the ducks' heads and bad eggs? The school belongs to each, yet only during good behavior, and there ought to be a law against those puerile intrigues of busybodies, which grievously cripple the teacher's work.

It is amusing how near sighted some men are. A man who has one thousand dollars, and will not give forty to a school, will give one hundred for a horse. A man who holds up his hands at the idea of anybody's giving four per cent. for the education of his children, is all the time buying new vineyards or increasing the old. Now such an one may be a man, but not a shrewd one. He is putting in a heavy crop of mustard, so to speak, and hereafter will wonder why it doesn't come up grain; he has not his eyes open, to distinguish the first best from the second best. If a first rate public school were erected in this valley, loaferish temptations would skulk away before it as creatures of the night before day-break. Every man who wanted to sell an estate, would sell it, in that event more readily, and get a better price per acre; and far above all this selfish arithmetic of profit and loss—for the value of human lives cannot be measured by potato hills or square feet of loam—the children would be blessed by it, more than anybody can imagine. For a young person cannot always be instructed if he would. A time comes when he is too old for that. If a tree on one of your mountains yonder, has been wedged between boulders for sixteen years, what wonder if it be distorted? And if a mind has been misguided as long, it is for him too late; ignorance has got him: it only remains to carve once more that dreadful epitaph: "Better not to have been born at all!" A sad spectacle in this world is an ignorant, vicious old man, whom, by retrogression of seasons, we see a happy human creature, going about unaware of the low-lived future on its way to meet him.

My last word shall be of the youngsters. They are good ones! My motto with them always has been, "Patience, and patience, and patience!" If John is dull at twelve, he may be bright at eighteen; and if he is dull at eighteen, why life is long, and time is a teacher, and he'll be as you want him when an old boy of thirty.

Years hence, when the gain of this year's harvest is remembered as a very small thing, how this large family I leave was treated shall surely be remembered as a very great thing, to teaze or plague you, according to your deeds. S. S.

JAPAN.

Japan is a country of paradoxes and anomalies. They write from top to bottom, from right to left, in perpendicular instead of horizontal lines. Their books begin where ours end. Their locks turn from left to right. Their day is our night. Shops go to customers. People sit upon their heels. Horses' heads are where their tails would be in an English stable, facing the entrance, the food hung from the roof in a basket. There old men fly kites, while children gravely look on; the carpenter uses his plane by drawing it *to* him; their tailors stitch *from* them; they mount their horses from the *off* side; the bells to their harness are always attached to their hind-quarters instead of the front; ladies black their teeth instead of keeping them white; their hair is turned back from the face, which is elaborately painted and powdered; and their anticrinoline tendencies are carried to the point of interfering not only with the grace of movement, but with all locomotion, so tightly are the lower limbs, from the waist downward, girt round with their garments. Top spinning is followed as a profession. They indulge in frequent and loud exultations, as evidence of a good meal. Their pocket is their sleeve. They wipe their face with a nice square of paper, and carefully fold the envelop into the sleeve, or give it to an attendant to throw away. Their music is without melody; their landscapes without perspective, light, or shade; their figures without drawing—mere crude colors and grotesque forms dancing in mid-air, without ground to rest on. They have bank notes of the value of a farthing. They have long perfectly understood the utilization of sewerage, and the manufacture of paper, not from rags, but from the bark of trees, of which they have sixty-seven different kinds, all with different uses. They use no milk or animal food; horses, and oxen, and cows are employed for purposes of draught only; they have no sheep nor pigs; the flowers have no scent, the birds no song, and their fruits and vegetables no flavor.—*Am. Ed. Monthly.*

THE CHILD'S ETIQUETTE.

I. Always say, Yes, sir. No, sir. Yes, papa. No, papa. Thank you. No, thank you. Good night. Good morning. Never say How, or Which, for What. Use no slang terms. Remember good spelling, reading, writing, and grammar are the base of all true education.

II. Clean faces, clean clothes, clean shoes and clean finger nails indicate good breeding. Never leave your clothes about the room. Have a place for everything, and everything in its place.

III. Rap before entering a room, and never leave it with your back to the company. Never enter a private room or public place with your cap on.

IV. Always offer your seat to a lady or old gentleman. Let your companions enter the carriage or room first.

V. At table eat with your fork; sit up straight; never use your tooth pick, and when leaving ask to be excused.

VI. Never put your feet on cushions, chairs or table.

VII. Never overlook any one when reading or writing, nor talk or read aloud while others are reading. When conversing listen attentively, and do not interrupt or reply till the other is finished.

VIII. Never talk or whisper aloud at the opera, theatre or public places, and especially in a private room where any one is singing or playing the piano.

IX. Loud coughing, hawking, yawning, sneezing and blowing are ill-mannered.

X. Treat all with respect, especially the poor. Be careful to injure no one's feelings by unkind remarks. Never tell tales, make faces, call names, ridicule the lame, mimic the unfortunate, or be cruel to insects, birds or animals.—*Selected.*

For three years in succession the voters of his city have honored Ex-President Buchanan with their suffrages as constable to the extent of an election; and thrice, under the law requiring it, has he gone to the proper authorities and made oath that his election was without his wish, knowledge, or procurement, and that he did not desire to hold the office.

THE BATTLE.

At early dawn of purple morn
The hollow drum and piercing fife
Rouse the soldier to mortal strife:
Ranks must form for the coming storm,
Ere sentinel stars of morning gray
Are chased by the glorious sun away.
The distant hill-tops are tinged with gold,
Floods of the breaking light are rolled
Over the hosts where standards stream,
And serried lines of bayonets gleam.
Masses of men, with measured tread,
Over the battle field are spread;
With muffled sound over the ground,
Deep mouthed cannon are rumbling slow
On their mission of death and woe.

Booming heavily on the ear
Breaks the signal gun loud and clear;
Batteries vomit their breath of flame;
Death has opened his bloody game!
Swiftly the charging columns form
Amid the sleet of the iron storm;
Flash upon flash!
The line fails not;
On they dash,
Through thick grape shot;
Sternly they close
On the hated foes;
Shoulder to shoulder and man to man,
On they press o'er the fallen van.
Shouting and cursing with maddened yell,
Strong men grapple like fiends of hell:
"They fly! they fly!" is the victor's cry,
Drowning the groans of agony.

See you the dust clouds on the field
Where war steeds fierce into ranks are wheeled?
Chargers spring to the bugle sound,
Pawing impatient the battle ground;
Against the squares of bristling steel
With sound of thunder the squadrons wheel;
Rider and horse to the earth are sent,
Helmets shattered, and gay plumes rent;
Manhood's brow, with its seal of God,
Is crushed and blent with the reeking sod.

Shattered and torn they are backward borne,
And the stubborn squares unbroken stand,
Musket to musket and hand to hand;
Over the field a sulphurous cloud
Hangs like a damp and dark death shroud.
Pity is dead, mercy has fled,
Man is changed to a demon dread:
Carnage exults in the gloomy pall,
Death is holding his carnival
Over the warriors, stark and grim,
Over the mangled corse and limb.

Hushed is the cannon's heavy roar,
Exhausted nature can strive no more;
The wearied armies sink down to rest
Upon the battle field's bloody breast.
Moans of the dying, shrieks of pain,
Cries for water, rise wild and vain.
Over the living Sleep casts her veil;
Meek-eyed Mercy, with brow so pale,
Weeps by the wounded soldier's side,
Watching the ebbing of life's warm tide;
Stilling the heart so racked by pain,
Never in anguish to throb again.

Embattled legions, with thundering tread,
Shall rouse no more the grim hosts dead;
But ere the set of another sun
The hard fought field must be lost or won;
And the living must mingle again in strife,
The final struggle for death or life.
God grant the right may win the fight
Before the fall of another night!
God grant that there on evening air
Victorious freemen raise their prayer.

—*Knickerbocker.*

In the midst of a stormy discussion, a gentleman rose to settle the dispute. Waving his hands majestically over the excited disputants, he began: "Gentlemen, all I want is common sense—" "Exactly," Jerrold interrupted, "that is precisely what you *do* want!" The discussion was lost in a burst of laughter.

"I GAVE the fellow a shilling," said Sir Walter Scott, on some occasion when sixpence was the fee. "Remember you owe me sixpence, Pat." "May your honor live till I pay you!"

Department of Public Instruction.

PUBLIC SCHOOL LIBRARIES.

At the meeting of the State Board of Education in June last, a committee, consisting of Messrs. Swett, Sibley, and Cottle, was appointed to prepare a list of books. Before adopting, the State Board decided to order the committee list published in the CALIFORNIA TEACHER, for the purpose of eliciting comment and criticism. Accordingly, it is submitted to County Superintendents, Trustees, and teachers, with the request that all give it a careful consideration, and report to the State Superintendent the result of such action. If any books are found objectionable, the Board is ready to consider the objections; and if any desirable books are omitted, they can be added. The only desire of the State Board is to adopt the best possible books. Criticisms from the press are also invited.

JUVENILE LIBRARY.

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Works of Thackeray.
Works of Cooper.
Shakspeare.
Guizot's History of Civilization.
Gibbon's History of Rome.
Hume's History of England.
New American Cyclopedia.

LINCOLN MONUMENT FUND.

San Jose, July 12, 1866.

To the State Superintendent of Public Instruction:

Some time ago I reported to you and received your receipt for sixty-six dollars and eighty-nine cents, ($66.89) Lincoln Monument Fund. Since then subscriptions have been handed me as follows:

San José District	.....	Mrs. E. J. Bassett, Teacher	.....		$2 50
San Jose "	.....	Miss R. M. Palmer, "	.....		30
Oak Grove "	.....	Mr. N. B. Garbrick, "	.....	4	10
Redwood "	.....	Miss Annie Hall, "	.....	2	40
Berryessa "	.....	Mr. G. T. Chase, "	.....	3	10
Adams "	.....	Mr. S. M. Shearer, "	.....	1	80
Carneadero "	.....	Miss Nancy Phelps "	.....	2	37
Braly "	.....	Mr. J. P. Taylor, "	.....	3	60
Burnett "	.....	Miss L. Ross, "	.....	1	40
Laguna "	.....	Mr. T. W. Jenness, "	.....		80
Los Gatos "	.....	Mr. Melbs Gray, "	.....	1	00
Alviso "	.....	Miss De La Mater. "	.....	2	00
Silver Creek "	.....	Mr. C. C. Hayward, "	.....	1	00
					$26 37

The following Schools have not yet responded :

Milliken	District.....	Mr. W. E. Squires, Teacher.
Calaveras	"	Miss L. Smith, "
Evergreen	"	Miss Jane Merritt, "
Franklin	"	Miss A. B. Hartwick, "
Gilroy	"	Mr. Joseph Emery, "
		and Miss Lattimer, "
Guadalupe	"	Miss Phœbe Stanton, "
Rhoades	"	Miss A. W. Curtis, "
Jefferson	"	Mr. S. N. Putnam, "
LaFayette	"	Miss Annie Sharp, "
Live Oak	"	Mr. T. W. Clay, "
Lexington	"	Mr. J. R. Ross, "
Lincoln	"	Miss Sarah A. Brewer, "
Mountain View	District....	Mr. L. H. Van-chaick, "
Moreland	"	Mr. John Campbell, "
Mount Pleasant	"	Miss Mary Merritt, "
Mission Peak	"	—— ——, "
Milpitas	"	Mr. P. C. Tonner, "
Orchard street	"	Mr. O. H. Huntley, "
Pioneer	District.....	Miss Helen Burrell, "
Pala	"	Miss Emma Clift, "
San Ysidro	"	Miss Mary Duncan, "
Willow Glen	"	Miss Eliza Scott, "
San José	"	Mr. C. Morton, "
San José	"	Mr. L. W. Reed, "

Respectfully, WESLEY TONNER,
County Superintendent of Santa Clara County.

Reports.—County Superintendents will confer a favor by forwarding their reports at an early a date as possible, and make them as correct as possible before forwarding.

Report of the State Normal School—for the four weeks ending August 31st :

Whole number enrolled during the month	92
Average number belonging	90.3-20
Average daily attendance	83.17-20
Percentage of attendance	93
Attendance of females	82
Attendance of males	10
Number in Senior Class	31
Number in Junior Class	30
Number in Sub-Junior Class	31
Number of counties represented	13

Report of the Training School :

Whole number enrolled	265
Average number belonging	228
Average daily attendance	218
Percentage of attendance	.95

Resident Editors' Department.

GRUMBLING.—Grumbling is an amiable little weakness of human nature. It ought not to be expected that the new School Law, so radical in many of its provisions, should escape the chronic grumblers who, by a law of nature, must find fault with something. Now, the Revised School Law is not perfect: few laws are so; and some of the amendments inserted by the Legislature in the original draft of the bill make certain sections somewhat complicated, and a little ambiguous; but, on the whole, we think time will test its soundness. The grumbling, as a general rule, comes from the old fogies and the do-nothings. John Stuart Mill says the conservative party is the stupid party, and consequently is a large one; and most of the grumbling comes from this class.

Some teachers complain of the law relating to examinations; they belong mostly to the number of those who only reach the standard of third grade certificates. Others grumble at the State Course of Study; they belong, generally, to that class which is wiser in its own conceit than seven men who can render a reason. Still another class of teachers declaim most loudly against the entire law; this class embraces those whose consciences are tender about taking the oath of allegiance. Some of them were, once upon a time, attached to Price's army in Missouri. One or two County Superintendents are loud in their denunciations of the State Board of Education—"a partisan, sectional concern"—because the Superintendent of their own county was not made a member of said Board. Some Trustees grumble at the "Rules and Regulations" adopted by the State Board, as interfering with their dignity, and prerogatives, and power, and authority. We have heard of one who took off his coat in school, and threatened then and there to fight the teacher who was simple minded and foolish enough to persist in teaching the class the elementary sounds of the English language! A few sore-headed teachers belonging to the small number of those who perjured themselves in taking the oath of allegiance, have rushed into print in several newspapers of secession proclivities, and find fault with things generally: "with that "abortion," the School law; with "that worthless publication," the CALIFORNIA TEACHER, which is full of trash; with the "Great Mogul" of the schools, the State Superintendent, who is the tyrant, oppressing all good teachers—who is growing rich on the enormous salary of $3,000 a year in State scrip—who travels around the State to show himself off—who, according to certain papers which never tell lies, goes about the State taking drinks, treating the boys, and electioneering—who don't know anything

about country schools and country teachers—who wants to import Yankee schoolmarms to fill the places of male teachers who fail to get even third grade certificates—and who, as the sum of all villainies, is a conceited Yankee, who imbibed Puritanism with his mother's milk; with the State series of text-books, because Webster's Speller, and Smith's Grammar, and Pike's Arithmetic are not included; with the San Francisco teachers, because they are "stuck up," and go off on excursions; with the State Normal School, because it is a humbug; and, finally, with Webster's Dictionary and Willson's Primary Speller, because these crude publications do not conform to their style of pronunciation and spelling. Heaven bless them all! "May good digestion wait on appetite, and health on both," after they have relieved themselves of their bilious burdens. The countenance of our friend Swezey is unruffled by the articles which knock his editorial items into trash; and his standard weight of 210 lbs is not thereby diminished a single ounce. "Great Mogul" goes plodding on just as usual, and will not stop traveling. The San Francisco teachers do not intend to resign, nor to go into the country; and the School law remains valid until the next session of the Legislature, when all the chronic grumblers, who are always the authors of all educational progress, will doubtless be at Sacramento in a solid body to repeal the Revised School Law; abolish the office of State Superintendent; cut off the TEACHER without a shilling; discharge the State Board; and make each school district an independent republic.

"There is a good time coming, boys,
Wait a little longer."

COLLEGE OF CALIFORNIA.—We recently passed a pleasant half day in the preparatory school of this institution of learning, in the City of Oakland. Our readers are familiar with the statistics of this school, published in the last Biennial Report of the Department of Public Instruction. We found the school in most excellent condition. George Tait, for many years connected with the public schools of San Francisco, is giving the school the benefit of his varied experience. J. M. Sibley, well known to the public school teachers of the State, is an able co-worker with Mr. Tait; and Mr. Campbell, who has been eight years connected with the school as the immediate manager of the boys, has established a reputation as one of the best of teachers. The discipline of the school is as good as that of our best public schools; the instruction is as thorough, and that is high commendation. This school is rapidly gaining in numbers and reputation, and its proprietor and head, Rev. I. H. Brayton, intends to make it the leading school in the State, by securing the best teachers procurable.

PRIMARY SCHOOLS.—The article in our August number on the results of the examination of Primary Schools in this city, was prepared by one of the Grammar Masters, for the purpose of showing some of the *curiosities* of the examination. Several papers, remarkable for their interest in the cause of education, have taken it as a sober and serious summary of said examination. The average per centage of correct answers to the questions which we published, given in the special grades, was from 75 to 96 per cent.

The State Teachers' Institute (Oregon)—Had its annual meeting at Oregon City in August. It was well attended by teachers and friends of the cause. Subjects of practical as well as general interest were presented. Arithmetic, mental and practical, together with a dissertation upon the history of the science of numbers, was discussed by Messrs. Mattoon, Handly, and Pierson, Jr.; Geography, by Mr. Nichols; Orthography, by Mr. Pierson, Sr.; Elocution, by Mr. Dierdoff; History, by Mr. Atkinson; Primary Schools, by Mr. Warren. Penmanship, Phonography, Grammar, The Duties of Parents and Teachers, Graded Schools, and various other themes, were discussed by other gentlemen. Bishop Scott advocated more religious teaching in our schools. Judge Thornton gave, in an evening address, a historical sketch upon Female Education. Prof. Wood, on another evening, gave an interesting address upon Botany. Dr. Wythe gave an address upon Recent Discoveries in Science. Several essays were read by young lady teachers, or those preparing for the work.

A committee of six spent considerable time in collating and elaborating a school law, which was finally presented to the Institute and adopted by them unanimously, and recommended to the Legislature unanimously. Under our present law, the Governor is *ex officio* Superintendent of Public Instruction, but his chief duty has been to select the school lands and to receive the reports of the County Superintendents. They have districted their counties, visited their schools, examined teachers, and granted certificates, while the district committees hire teachers and supervise their own schools.

The new bill proposes a State Superintendent, with the usual duties of that office; a State Board of Education, composed of the Governor, State Superintendent, and five other men, elected from the five judicial districts of the State. A State Board of Examiners, composed of the State and County Superintendents, for convenience, to grant State certificates to teachers in various parts of the State. The county and local orgaizations remain much as they now are. The aim of the new law, if passed, is to give more thoroughness to the system of free schools; to raise the standard of teachers, and to awaken more general interest in them, and to secure uniformity of books, and do in this cause as other States are doing.—*Pacific.*

County Institutes.—The joint County Institute of the northern counties of this State will be held in Marysville, commencing October 23d. A State and County Examination will be held in connection with the Institute. A County Institute will be held at Downieville, October 16th; a County Institute at Stockton, October 30th. The State Superintendent will be present at all the Institutes.

Error.—In the chronological table of Presidents and Vice-Presidents, published in our August number, the types are made to say that John *Quincy* Adams was Vice-President of the United States at the time George Washington was President. The *Quincy* was inserted by some ambitious compositor, and, as we had no opportunity of reading the proof, so went to press.

A Week in the City Schools.—In the month of August last, we visited every large school, and nearly every class room in the city of San Francisco, and we make a very brief summary of observation in the limited space afforded by the Editor's Table.

The Boys' High School—Theodore Bradley, Principal, numbers ninety-five pupils, with an average daily attendance of ninety-one. *Thoroughness* is one of the characteristics of this school. We listened to a recitation in Natural Philosophy, and one in Physical Geography. Both lessons were very short, and very well recited. Mr. Bradley has a practical way of teaching English Grammar, by requiring every pupil to give his answers in full and well constructed sentences. Consequently, the boys have acquired, in a good degree, the habit of using the English language correctly and elegantly. We must confess we rather like his system of teaching grammar. The discipline of the school is all that could be desired, and the school moves with the regularity and precision of a chronometer. Book-keeping is well taught, and any boy can acquire in the school a good commercial education. The school has a fine set of philosophical apparatus, purchased at a cost of $3,000, and Mr. Bradley makes good use of it. There is a fine geological and mineralogical cabinet, which is also kept free from dust by daily use. The principal of the school is himself a thinker and a student, and his boys seem to have caught the same spirit. The mathematical department is taught by T. C. Leonard, who was for many years principal of the Mission Grammar school. He is a fine mathematician, and a successful teacher, well worthy of the high position which he fills. Great attention is given in this school to English composition, which is principally taught by Mrs. Atwood, the assistant female teacher. The French class is taught by Mr. Paul Pioda, who was for many years connected with Miss Atkins' Seminary, at Benicia.

The Girls High School—Numbers 115 pupils, with an average daily attendance of 114. The principal of this school, Mr. Ellis H. Holmes, has been continuously engaged in teaching in the public schools of this city for thirteen years, and, we believe, has never lost a day from school on account of sickness. We doubt if he was ever known to be late at school five minutes by the clock. Mr. Holmes is a graduate of the Bridgewater, Mass., Normal school, and has won a well-merited reputation as a systematic and successful teacher. Miss Bodwell, assistant, is a graduate of the New York State Normal school, and Miss Austin, assistant, is from the public schools of Chicago. Good reading is one of the characteristics of this school. We listened to a half hour's drill in vocal culture, conducted by the principal, from which we could understand why the school stands at the head of all the schools of the State in reading and elocution. Considerable attention is given to writing, spelling and to English composition. The singing of the school is unusually good. A large number of the graduates are now engaged in teaching in the city public schools. Indeed, more than four-fifths of the advanced class intend to teach when they graduate. There ought to be a training department connected with this school, similar to the training classes of the State Normal school, in which the mem-

bers of the senior class should be trained to the art of teaching. It would not materially interfere with the course of study for the third year, and the graduates would enter the primary schools knowing something about their duties. Now, they learn to teach at the expense of the school fund, and frequently at the expense of the classes.

The Latin High School.—Numbers seventy-one pupils, with an average daily attendance of sixty-eight. George W. Bunnell, the principal, stands deservedly high as a scholar and teacher. Wm. K. Rowell, assistant, is an experienced teacher. Twenty years ago, we were students together at a quiet institution on the banks of the Merrimac. Azro L. Mann, assistant teacher, was for several years associated with Mr. Stone in the public school at Marysville, and afterwards, principal of the Brooklyn Grammar school. This school is in good working condition. There has been a great deal of idle talk about abolishing it; but that is a contingency not likely to occur. The city needs such a school; and with a judicious expenditure of money, it can be creditably maintained without detriment to either Primary or Grammar schools.

The Lincoln School.—Numbers 966 boys, with an average daily attendance of 933, has eighteen classes and nineteen teachers, and is the largest school in the State. The boys are drilled with military precision, and file in and out of the large assembly hall, like a regiment of veterans. When assembled, they sing "Marching through Georgia" with a *vim*, characteristic of young patriots. The principal, Ira G. Hoitt, is mainly occupied in superintending the school, and attending to its business details; and all who visit there will admit that his work is done well. The head assistant of the school is Mrs. Ira G. Hoitt, an experienced teacher. The position of sub-master is filled by T. W. J. Holbrook and Philip Prior. This school, on account of the very large number of pupils, has two sub-masters. We found the classes of both in good working order. Miss L. B. Jewett, a graduate of the State Normal school, is teaching a "3d Grade Class," and, as evidence of her success, has recently received a State certificate of the First Grade. We found here Miss Maggie McKenzie, a graduate of the City High school, whom we well remember as a little girl in the primary department of the Rincon school. She was promoted through every grade of the Primary, Grammar and High schools, and has been engaged in teaching in the city schools for three years. She holds a first grade State certificate, obtained at a State examination, on a standing of ninety-four per cent., the highest out of thirty applicants examined. Miss S. M. Gunn, teacher of the fifth grade class, is also a graduate of the High school from the Rincon school. Miss M. Ledlie, teacher of the fifth grade class, is a graduate of the Sacramento High school. Miss Hitchings and Miss Smith are graduates of the High school. The classes in this school are large, and the duties of the teachers are arduous; but, as a compensation, the class rooms are large, the black-boards good, the ventilation well provided for, and the building, one of the finest in the United States.

The Denman Grammar School.—For girls exclusively, numbers 725 pupils with an average daily attendance of 702. Mr. James Denman, the principal,

after whom the school is named, commenced teaching in the city schools in 1851; in 1858, was elected City Superintendent; and after a visit to the East and to Europe, again took charge of his old school in 1865. Mrs. E. M. Baumgardner, is the head assistant. We found here three graduates of the State Normal school, Miss Nettie Doud, Miss A. F. Flint and Miss L. L. Gummer, all of whom seemed to be succeeding well. Miss Mary J. Little is a graduate of the City High school, from the Rincon school. Miss Jessie Smith is a graduate of the High school, from the Denman school. The Denman school house is one of the best in the State, and the school is in keeping with the house We noticed that a good degree of attention was given in all the classes to written spelling. We listened to two very interesting recitations, exceedingly well conducted by the head assistant.

The Union Grammar School—Thomas S. Myrick, principal, for both boys and girls, numbers, including six "outside classes" in other buildings near the central house, 819 pupils, and sixteen teachers. Mr. Myrick has been ten years connected with the city schools, and is well known as a successful and popular teacher. The grammar department of this school numbers 331 pupils, and the primary, 522. J. D. Littlefield, sub-master, is a graduate of the Bridgewater, Mass., Normal school, and has been many years successfully engaged in teaching in various parts of the State. Miss E. M. Tibbey, assistant in the grammar department, is a graduate of the City High school. Miss Clara A. Cummings is a graduate of the High school, from the Rincon, and also a graduate of the State Normal school. Miss Carrie P. Field and Miss Nellie Baldwin, are both graduates of the State Normal school. Mrs. Griffith is principal of a detached primary of four classes. Her class seems to excel in written spelling and black-board drawing. Miss Nellie S. Baldwin, in the same building, has the best drilled class which we observed in free gymnastics. Miss H. M. Estabrook and Miss E. G. Grant, in detached primaries, are graduates of the State Normal school.

The Rincon School—For girls exclusively, numbers 488 pupils, with an average daily attendance of 471, and ten teachers. This school, which has changed teachers since 1862, more frequently than any other in the city, is now under the management of Prof. Knowlton, formerly principal of the St. Louis High school, and is in fine condition. A good degree of attention is given to vocal culture, written spelling and English composition. Miss Easton and Miss Wade, assistants, are graduates of the High school, from the Denman school, and Miss Miller, a graduate of the State Normal school, from the Union school. Miss Clark is a graduate of the Toronto Normal school, and was for several years connected with the training department of the California State Normal school.

The Washington Grammar School—Mr. James Stratton, principal, for both boys and girls, numbers 385 pupils. Special attention is given in this school, both by Mr. Stratton and his head assistant, Mrs. Weaver, to calisthenics, penmanship and English composition. Mr. H. E. McBride, submaster, is a graduate of the State Normal school, who is winning his way to

success, by earnestness and industry. Miss M. E. Cheney, assistant, is a graduate of the High school, from the Washington school.

The Washington Primary School—On Powell street, numbers 444 pupils, with an average daily attendance of 428, and a corps of eight teachers. The principal, Miss Carrie V. Benjamin, who has recently taken charge of this school, was for ten years principal of the Rincon Primary school, and is well known as a very successful teacher. Miss S. E. Thurton, who fled from a public school in the city of Charleston, S. C., at the breaking out of the rebellion, has a particularly well trained primary class. The school in the basement of the Broadway Synagogue, in the same district, numbers 166 pupils. The place is cold, damp and dark, and unfit to be occupied for school purposes. The room occupied by Mrs. Hurlburt is about 12x18 feet in size; has only one small window, no ventilation, and is crammed with sixty-five innocents, whose only crime for which they are condemned to this dungeon, is a desire to learn to read and spell. It is without exception the worst school room we have ever seen in this State.

The Spring Valley School—One of the "outside" schools, for both sexes, numbers 229 pupils, with an average daily attendance of 218. It is a pleasant school, though it lacks the imposing numbers of the central schools. The prominent characteristic of the principal of this school, is his originality in methods of teaching. He cuts loose from the teachers' base of supplies, (text books) and relies, to a great extent, on oral instruction and abstracts of topics written by the pupils. Mr. Marks needs no introduction, for he has been one of the teachers who always find time to write for this journal. His pupils are wide-awake thinkers. L. D. Allen, sub-master, is a veteran from the army of the Potomac, in which he was Captain of a Vermont company. The head assistant of this school is Mrs. Marks. Miss Norton is a graduate of the State Normal school, and Miss Barclay, of the High school.

The Mission Grammar School—For both sexes, number 441 pupils. Mr. Ahira Holmes, the principal, is a graduate of the Bridgewater Normal school, and has been engaged in teaching in this State since 1851. J. H. Sumner, sub-master, is also a graduate of the Bridgewater Normal school. Miss A. A. Hill is a graduate of the State Normal school, from the Rincon school. Miss O'Connor is also a graduate of the State Normal school, and Miss Lane and Miss Ciprico, of the High school. We noticed in this school, that three classes of primary pupils, all of them under eight years of age, were kept in session five hours a day, or one hour more than the limit of the law. All the other primary schools in the city are kept in accordance with the provisions of the Revised School Law.

The Fairmount School—One of the "outside" schools, is ungraded, and numbers fifty-nine pupils, with an average daily attendance of fifty. Mr. E. D. Humphreys, graduate of the State Normal school, is successfully teaching the school, and is assisted by Miss Hallowell, graduate of the High school.

The San Bruno School—Ungraded, numbers fifty-one pupils, and is taught

by Miss Jennie Sheldon. It is a very pleasant school, with a home-like appearance. We noticed a vacant desk, covered with flowers. One of the little girls was dead, and the children had brought the flowers as a tribute of respect.

The Hayes' Valley Primary School—Miss L. J. Mastick, principal, numbers 217 pupils and five teachers. Miss A. S. Jewett is a graduate of the State Normal School, and Miss C. E. Younger, of the High School.

The Greenwich Street Primary—Miss Kate Kennedy, principal, numbers 305 pupils and six teachers. Miss Kennedy has been engaged in teaching in the city schools since 1856, and always with success. Miss A. Campbell and Miss Fanny Soulé, assistants, are graduates of the State Normal school. Miss Cheney is a graduate of the High school.

The Fourth St. Primary School—Mrs. L. C. Morgan, principal, numbers 551 pupils and eleven teachers. Of the assistants in the school, Miss Mary J. Bragg and Miss Evelyn Mosse are graduates of the High school, from the Rincon school, now teaching in the same building in which, but a few years ago, they were primary pupils. Miss Sadie Davis is a graduate of the State Normal school, from the Rincon school, who has a fine class of boys under most excellent training. Miss Anna Gibbons, special assistant, and Miss Annie M. Jourdan, are graduates of the State Normal school. Miss S. H. Clark, assistant, is a graduate of the Toronto Normal school. Miss Hahnlen and Miss Carter are graduates of the High school.

The Hyde Street Primary—Miss H. Cooke, principal, numbers 238 pupils and four teachers. Miss Cooke is an experienced teacher, from the Chicago public schools. Miss Anna Chalmers is a graduate of the High school, from the Rincon, and Miss Kate Bonnell is also a High school graduate. The whole school is in good training.

The Stevenson Street Primary—Numbers 428 pupils and eight teachers. Mrs. E. C. Burt, the principal, has long been connected with the public schools. Miss Jennie Smith, assistant, is a graduate of both the High school and the State Normal, who ranks as a most excellent teacher. Miss Julia R. Clayton and Miss F. A. E. Nichols, are graduates of the State Normal school, and Miss Helen A. Grant of the High school. This school is held in a rented house, very unsuitable for school purposes.

The Second and Mission Street Primary—Miss S. S. Knapp, principal, numbers 236 pupils and four teachers. Miss E. White, Assistant, is a graduate of the State Normal School. Miss Campbell and Miss Derby formerly taught in San Joaquin County, and they have maintained the reputation which they brought with them of being superior teachers.

The Lincoln Primary School—Miss Kate Sullivan, principal, numbers 724 pupils and 13 teachers, and is held in the new house erected on the corner of Fifth and Market streets, at a cost of $5,000. Miss Sullivan was formerly teacher of the Model School. Miss Sherman and Miss Clegg are graduates of the High School from the Rincon, and Misses Clara Neal, Maggie Jordan,

Nellie Littlefield and Ellen Holmes, are graduates of the State Normal School; Miss Katie B. Childs is a High School graduate. This school is in excellent training.

The Montgomery Street Primary—Mrs. A. S. Duane, principal, numbers 398 pupils and 7 teachers. Of the Assistants in this school, Miss Annie Hucks, Miss Overend, and Miss Helen Satterlee, are graduates of the High School, and Miss M. A. Krauth, of the State Normal School. We remember Miss Annie Hucks as a pupil of the Rincon Primary School, on the corner of First and Folsom streets, in 1853, just learning to read in the primer. She has a remarkably well drilled class. Miss Frances Holmes is a High School graduate.

The Cosmopolitan School.—So called because French, German, and Spanish are taught in connection with English studies—numbers 521 pupils and 11 teachers. Of the Assistants, in English, Miss Carey, Miss York, and Miss Annie Holmes, are graduates of the State Normal School. Miss Carey graduated three years ago, and has since won a high reputation as a teacher. Most of the classes of this school seemed to be doing well; but the wretched accommodations on Post Street, corner of Kearny, are enough to demoralize any school. The thin board partitions oppose no resistance to sound, and when concert exercises are in full blast, the teachers ought in self-protection to fill their ears with cotton.

The Broadway Colored School.—Rev. S. D. Simonds, principal, numbers 80 pupils—31 in the Grammar Department, and 49 in the Primary. Both departments in this school seemed to be in good condition, and they compare favorably with other schools.

The Training School.—Numbers 228 pupils, all of Primary grades, taught by the pupils of the State Normal School, and is under the control of the City Board. The school is in fine working order, and may be considered the most practical part of the State Normal School.

The Eighth Street Primary—Miss A. E. Slavan, principal, numbers 302 pupils and 6 teachers. Notwithstanding the disadvantages of a poor house, located in a sand-bank, this school is orderly and well conducted. Of the Assistants, Miss S. E. Frissell and Miss Mary Williams are graduates of the State Normal School. A new building ought to be at once provided for this section of the city.

The schools which we did not have time to visit are as follows: The Spring Valley Primary, Miss Hancke, principal, numbering 230 pupils, and 4 teachers; Geary and Hyde St. Primary, 103 pupils, and 2 teachers; Natoma St. Primary, 108 pupils, 2 teachers; Third St. School, 231 pupils, 4 teachers; Polk and Austin St. School, 45 pupils; Folsom St. School, Mrs. H. H. Treat, teacher, 79 pupils; West End, 23 pupils; Potrero school, Mr. Francis J. Leonard, 60 pupils; the Pine St. School, 42 pupils; the Chinese school, Mr. Lanctot, 38 pupils; Colored school, Mr. J. B. Sanders, 21 pupils. Among the teachers in these schools are Mr. F. J. Leonard, graduate of the High

School,—the only young man from that school who has engaged in teaching; Miss A. S. Cameron and Miss P. A. Fink, graduates of the State Normal School, and Miss Humphreys and Miss Benjamin, of the High School. Out of 183 female teachers in the School Department, 36 are graduates of the State Normal School, and 33 of the High School—making a total from both, of 69, or nearly two-fifths of the whole number employed. These statistics show the great importance of these two schools in relation to the school system. In a few years more, they will determine the character of the Instruction in all the lower grades of the city schools. Let them both be fostered, and let another training school be opened as soon as practicable.

Summary.—The average number belonging to all the city schools is 10,330, with an average daily attendance of 9,852—showing a percentage of attendance of 95.3 Of this number, 273 attend the three High Schools; 2,583 the Grammar Schools; 6,696 the Primaries, and 299 the Ungraded schools. The amount paid for teachers' salaries last year was $185,000; for the buildings, $92,000; contingent expenses, $82,000; total, $361,000. The average monthly wages paid to male teachers was $145 per month; to female teachers, $70 per month. The assessment roll of the city amounts to 79 millions, and the rate of school tax is 35 cents on the hundred dollars. In our next number, we propose to conclude with some general remarks on the condition of the schools.

Personal.—A. T. Winn, Principal of the Los Angeles Grammar School last year, has taken charge of the Public School at Napa. Mr. Winn holds a State Diploma, is a graduate of Harvard College, and a competent and successful teacher.

Robert Taylor, from Kelsey district, El Dorado County, has taken charge of the public school at Alviso, Santa Clara County. Mr. Taylor holds a State Diploma, gained in the State Examination, one year ago, in which he stood at the head of the list of seventy-five teachers who were examined. He is a good teacher and a noble-hearted man, and we congratulate the Trustees of his school on their good fortune in securing a teacher who is an honor to the profession.

California.—We extract the following from the *American Educational Monthly:*

"The new school law establishes a State Board of Education, and defines clearly the duty of the Superintendent. It requires every teacher to attend the teachers' institutes, which must be held at least once a year. Trustees must not only allow teachers to attend, but may make no deduction of salary for consequent absence. Each county must give $100 towards defraying the expenses of the institute. None but white children may be admitted to public schools; but if the parents of ten Negro or Mongolian children sign a request, the trustees of the district must establish a separate school for their instruction. The law provides for the establishment of a State Normal School at San Francisco, and appropriates $8,000 per annum for its support. It makes provision for district libraries, for the support of a State educational journal, and for the establishment of State, county, and city boards of examination. The law is an excellent one, and California equals the Eastern States in educational enterprise."

California Educational Society.—In answer to a call of the Superintendent of Public Instruction, a meeting of the California Educational Society was held at the rooms of the Superintendent, August 21st, 1866, for the purpose of electing officers for the ensuing year. In the absence of the President, Prof. Minns, the meeting was called to order by Mr. Swett, and Bernhard Marks was elected President *pro tem.*, and Wm. K. Rowell, Secretary. After appropriate remarks from the State Superintendent as to the importance of continuing this organization and increasing its membership, the Association proceeded to elect officers: For President, Theodore Bradley of San Francisco; and for Vice Presidents, E. H. Holmes, San Francisco, and D. C. Stone, of Marysville, were elected. Messrs. Marks, Swezey, Swett, and Myrick were nominated for Corresponding Secretary, and after a spirited contest, John Swett, of San Francisco, was elected on the seventh ballot. Bernhard Marks, of San Francisco, was elected Recording Secretary, and James Denman, of the same place, Treasurer. For Executive Committee, Messrs. Geo. Tait, of Oakland, T. S. Myrick, E. Knowlton, T. C. Leonard, and H. P. Carleton, of San Francisco, were elected; and for Examining Committee, Messrs. S. I. C. Swezey, J. Stratton, and Wm. K. Rowell, of San Francisco. The election of the officers was made unanimous.

On motion of Mr. Swett, the Recording Secretary was instructed to procure a suitable blank book, and to pay for the same from funds in the treasury, in which to record the minutes of the Association from its commencement to the present time; and the Secretary was further instructed to secure any necessary aid in copying.

The Association next proceeded to consider the subject of Public School Libraries, and to discuss the merits of a list of books selected for the same and presented by the Superintendent.

Adjourned.

Wm. K. Rowell,
Secretary *pro tem.*

Robinson's Mathematics.—One of the pleasant things pertaining to the editorial profession is the evidence of appreciation not unfrequently received from large-hearted friends. The latest token of this sort received at this office is a set of Robinson's Mathematics from Messrs. Ivison, Phinney, Blakeman & Co., of New York. We are not expected, as we understand it, to formally notice the books in our pages; *that* would destroy the virtue of the gift, since our careful book notices require precious time before writing; but they are received as we suppose, that we may be certain of having a reliable standard by which to measure such mathematical works as may hereafter come to us in the beaten way of business. So we place them on our shelves, purposing to enjoy quiet hours with them when our vacation shall come.

The Emperor Napoleon III recently had a quiet evening with a few friends. In the course of conversation he remarked that it was very hard to define *savant*. "I don't think so," retorted M. Droun de Lhuys; "I propose this definition: A *savant* is a man who knows all that the world doesn't know, and who is ignorant of what all the world knows."

California Schools.—The Stockton *Independent* asserts that the Springfield (Mass.) *Republican*, in referring to the Biennial Report of John Swett, Superintendent of Public Instruction in California, for the school years of 1864 and 1865, stated a fact when it says:

"It certainly is a most creditable statement for the State, and honorable to our American system of civilization and education, that of the $19,657,000 expended by California for all purposes, from the organization of the State Government up to August last, nearly $9,000,000 was expended for educational purposes. The average expenditure for each child between four and eighteen years of age, in 1865, was twenty cents more than in Massachusetts. The average monthly pay of the teachers is $74 for males, and $62 for females; an increase in the latter case of $7.09 over 1864. The salaries of the female teachers are higher than in any other State in the Union, and almost four times as high, deducting board in each case, as in our own State. There is much less difference between the wages of male and female teachers than at the East, and all the leading educators in the State are taking strong ground in favor of a more general employment than at present of female teachers in the public schools, not on the ground of cheapness, as is generally the reason for such a movement here, but because that "to teach and train the young seems to be one of the chief missions of woman." The educational system of California is evidently in the hands of competent and energetic persons who fully understand the necessity and value of education, and who will do all that is possible to secure the education of the rising generation there. Aside from the public schools there is a State Normal school, and nearly twenty colleges and seminaries, with a valuation of $1,500,000, and an attendance of about 2,000. There is certainly good and abundant hope for the future of a State which has so early in her history devoted so much attention and money to the diffusion of intelligence.

The Teacher's Encyclopedia.—Hon. W. R. White, State Superintendent of Free Schools for West Virginia, under date of Wheeling, March 21st, writes:

"Teachers, as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors; but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils."

American Educational Monthly.—We have been so busy of late that we have omitted to notice this most valuable journal. It grows better as it grows older, and each number is full of interesting articles. There ought to be one thousand subscribers for it in this State. One dollar and a half in currency cannot be better invested. Address Schermerhorn, Bancroft & Co., New York city.

Women Voting.—Hon. John Stuart Mill, a recently elected member of the House of Commons, England, declares himself in favor of allowing women to vote. We would say to our English Cousins, why not be consistent and allow women *to vote*, since you allow a *woman to sit on the throne?*

Mr. Douglas, in his great debate with Mr. Lincoln, accused him of tending bar, alluding to his keeping a grocery store. "True," said Mr. Lincoln, "the judge and I have both tended bar—I on the inside, he on the outside."

The English Language.—In looking over an old volume of the *Knickerbocker Magazine* the other day, we met some specimens of English for the benefit of clergymen, which reminded us of Goldsmith's hit at the schoolmasters of his time. Our readers will remember the lines:

> "While words of learned length and thundering sound
> Amazed the gazing rustics ranged around,
> And still they gazed, and still the wonder grew,
> That one small head could carry all he knew."

The *Knickerbocker* gives the following as a specimen of what may be done in English. It is a translation of that sweetest of ancient poems, the Twenty-third Psalm.

"Deity is my pastor; I shall not be indigent. He maketh me to recumb on the verdant lawns; He leadeth me beside the unrippled liquidities; He reinstalleth my spirits, and conducteth me in the avenues of rectitude for the celebrity of His appellations. Unquestionably, though I perambulate the glen of the umbrages of the sepulchral dormities, I will not be perturbed by appalling catastrophes; for Thou art present; Thy wand and Thy crook insinuate delectation.

Thou spreadest a refection before me in the midst of inimical scrutations; Thou perfumest my locks with oderiferous unguents; my chalice exuberates.

Indubitably benignity and commiseration shall continue all the diuturnity of my vitality, and I will eternalize my habitation within the metropolis of nature."

A subsequent number of the same journal, quoting from a religious contemporary, adds the following as a specimen of what may be called the "Highfalutin" style. For that simple petition "Give us this day our daily bread," we are to read, "Confer upon us during this mundane sphere's axillary revolution, our diurnal sustenance!"

From all which let our teachers take warning.

Pronunciation.—We have received from the author, Mr. Caleb Bates Josselyn, a pamphlet of sixty-four pages, entitled "Elements of Pronunciation; containing many important Orthoepic Discoveries." Its purpose is to establish the principles underlying the language in respect to the sounds represented by alphabetic characters. We presume it will be sent to any address upon the receipt of thirty-five cents (currency) by Messrs. Walker, Fuller & Co., Boston. Those teachers who desire to investigate the subject will find these pages of essential service in their inquiries.

The Pennsylvania School Journal.—If the external dress of this journal is less inviting than that of some others, it is nevertheless quite as full of able articles, and of educational information. This journal always has a good word for California, for which we welcome it none the less. We constitute the picket guard of the corps of Eastern journals, and sometimes doubtless grow conceited enough to desire a recognition by our elder and superior officers. We ask the Keystone journal to keep coming.

Whitney's Geology.—We have at this office copies of Professor Whitney's Geology of California, vol. 1, and also vol. 1 of Paleontology, for sale at the uniform price of $3.50. The entire proceeds of the sale of the volumes of the State Geological Survey go the State School Fund. We have not yet found time to notice vol. 1 of the Geology, though we have read it from beginning to end. It is invaluable to any teacher who pretends to even a smattering of science. Volume 1 of the Paleontology treats of a subject of which we know nothing, consequently we say nothing about it.

The Illinois Teacher.—Richard Edwards edits this journal with rare ability. How he finds time to do it, and keep the largest State Normal School in the United States, is a mystery. His journal is a favorite at this office. No wonder Illinois is one of the banner States in educational matters, with three such men at the head as Bateman, Edwards, and Picket.

The Massachusetts Teacher.—This veteran journal has renewed its age, under its present able editorial management. We regret the limited pages of our little journal every time we take up a number, for we long to republish some of its excellent articles. All our Bay State boys ought to take it, in memory of the "Hub."

Wanted.—Our readers who do not file the Teacher, are hereby informed that we are in need of the numbers for August and September, and shall consider it a favor to be furnished with them by our friends. Our edition was supposed to be ample, but we have now weekly calls for back numbers which we cannot supply.

Full Sets.—We have on hand, in this office, four bound sets of Barnard's Journal of Education, 14 volumes, which are for sale at publisher's prices, with freight added. Who wants them? We have sold for Mr. Barnard six sets, and California stands pledged for ten.

The Chinese do not approve of any change in school books, for in China every school boy begins his studies with the "First Three Books," which have been in the schools already three thousand years.

Acknowledgments.—We have received among other books, notices of which are crowded out this month, "The Daily Public School in the United States," and Jewell's "School Government." Attention in the November number.

The Rhode Island Schoolmaster—Continues as good as ever, and "keeps school" with a professional pride which we relish exceedingly. "Little Rhody" is hard to beat.

State Apportionment.—The new State Apportionment in February is estimated by the State Superintendent at $3.75 per census child.

New Books.—The following new books have been received:

The Crown of Wild Olive. Three Lectures on Work, Traffic, and War. By John Ruskin. New York: John Wiley & Son. San Francisco: A. Roman & Co. pp. 127.

The preface to this little volume contains thoughts in respect of incentives to labor for various classes of thinkers which have seemed to us of peculiar value. The lectures themselves are full of choice thoughts, put forth in simple way, but with the peculiarities for which the writer is famous. Delivered to plain people, he speaks in plain phrase, but the thoughts are there still. How few books would endure well a test like this! Ruskin's *do*.

Resources and Prospects of America. Ascertained during a visit to the States in the Autumn of 1865. By Sir S. Morton Peto, Bart., M. P. New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 404.

We have read this book, notwithstanding the "bristling" statistics, with great interest and profit. It is not often that Americans have had the opportunity of seeing their resources and prospects impartially judged by a foreign eye, and when this book, written for the information of England by one of England's most reliable men, comes to us, it is worth while to examine with care what is laid down for the world to know about us. We know of no volume containing so much practical information in so small space concerning the present condition of America.

Memorial Address on the Life and Character of Abraham Lincoln: Delivered at the request of both Houses of the Congress of America, before them, in the House of Representatives at Washington, on the 12th of February, 1866. By George Bancroft. Washington: Government Printing Office. San Francisco: A. Roman & Co., pp. 60.

Our readers, who strained their eyes over this now world famous oration when it was published in closest type of the daily papers, will be glad to obtain the government copy, and to read at their leisure the glowing words of the historian upon the life and times of the martyr President. For ourselves, we may say that only a partial idea of the scope of remark was obtained in our former reading of the address, and we therefore recommend the lovers of good English to procure this copy. We may add that a fine engraving of Lincoln is prefixed to this edition.

Shakspeare's Delineations of Insanity, Imbecility and Suicide. By A. O. Kellogg, M D., Assistant Physician State Lunatic Asylum, Utica, N. Y. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 204.

This is a collection of essays first published in the *American Journal of Insanity*. The persons considered are, Lear, Macbeth, Hamlet, Ophelia, Jaques, Cordelia, Bottom, Dogberry, Elbow, Shallow, Malvolio, Bardolph, Nym, Pistol, Launce, Caliban, and Othello. The book is well printed, and the subjects are ably treated by the author, whose professional experience has caused him to look with special interest on the peculiarities manifested in Shakspeare's characters.

Life of Benjamin Silliman, M.D., LL.D., late Professor of Chemistry, Mineralogy, and Geology, in Yale College. Chiefly from his manuscript reminiscences, diaries, and correspondence. By George P. Fisher, Professor in Yale College. In two volumes. New York: Charles Scribner & Co.; San Francisco: H. H. Bancroft & Co. pp. 407, 408.

Professor Fisher has done the world a favor in this work of his, editing the documents left by the world renowned Professor when he "went over to the majority." The reader may obtain what we must consider an accurate view of the father of American science from reading these papers of his. We are permitted to watch him in all that long career, through the eighty-five years he lived in this lower land. A very quiet, simple life for the most part; and yet varied enough: two journeys in Europe; sundry excellently received courses of scientific lectures in American cities; much care of the *American Journal of Science*, and correspondence with scientific men; some little interest in political life; great faith in the harmony of science with the Puritan theology. We are glad that Professor Fisher has given us the information so fully and well. Yet as in the life of Horace Mann, recently noticed, we think something else is needed besides these goodly volumes: a book which shall be fitted for the district libraries, containing what the Professor did, and give us an idea of the manhood in the man, without the theology of the man. We must add, to fully speak our mind, our wish that Prof. Fisher had cut short some of the letters and a considerable part of the diary, and that he had given more from his own pen. We are glad, however, to find in the correspondence so many of the distinguished scientific men of the world represented. The two volumes close with a full index, adding materially to the permanent value of the work.

The Works of Epictetus; consisting of his discourses, the Euchiridion, and fragments. A translation from the Greek, based on that of Elizabeth Carter. By Thomas Wentworth Higginson. Boston: Little, Brown & Co. San Francisco: A. Roman & Co. pp. 437.

Epictetus lived at Rome in the first century of the Christian era. He was a slave, but became free after a time and taught philosophy at Rome. His discourses were written by a disciple of his named Arrian, and so many of them as remain are contained in this handsome volume. We have been greatly interested in its perusal, and heartily commend it to our readers, as opening a wide field of thought and illustration.

The Conversion of the Northern Nations. (The Boyle Lectures for the year 1865.) By Charles Merivale. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 231.

A very serious book, destined, we suspect, to find circulation among the few rather than among the many. It is composed in fact of sermons, giving much information of the condition among the philosophers and the theologians of the early centuries, by which the power of Christianity was transferred from Asia, Northern Africa, and Rome, to the nations of Northern Europe. The English is very fine, though sometimes rather heavy than otherwise.

THE BIBLE READER; being a new selection of reading lessons from the Holy Scriptures, for the use of schools and families. By William B. Fowle. New York: A. S. Barnes & Co. pp. 283.

If any selection from the Bible is necessary "for the use of schools and families," we do not hesitate to commend Mr. Fowle's. To our mind, the original volume is preferable on all accounts.

BREVITY AND BRILLIANCY IN CHESS. A collection of games at this "royal pastime," ingeniously contested, and ending with Scientific Problems. Culled from the whole range of Chess Literature. By Myron J. Hazletine. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 249.

We suppose chess players will be interested in this volume. We are not.

SIX MONTHS AT THE WHITE HOUSE WITH ABRAHAM LINCOLN. The Story of a Picture. By F. B. Carpenter. New York: Hurd & Houghton. San Francisco: A. Roman & Co. pp. 359.

We anticipate for this unique volume a host of readers. The author has made a picture with his pen which will surpass for the nation the picture with his pencil. Not that there is greater power in the manner;—rather that nowhere else can the peculiarities of the late President's character be found so fully and fairly set forth. We have given us the private living, the doubts, occupations, joys, of Mr. Lincoln; given as no other person could give them, since kindred opportunity for others was never furnished. A large portion of the matter is republished from a leading New York journal, and is likely to be found far more useful than republished newspaper articles generally are. We commend the volume to all who may desire to obtain a knowledge of the real character of Abraham Lincoln.

HISTORY OF THE ATLANTIC TELEGRAPH. By Henry M. Field. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 364.

Whether the new cable shall prove permanent or otherwise, this admirable history of the enterprise deserves to live. It contains, in well chosen words, a complete account of all the events connected with this last triumph of human energy aided by science, over the powers of nature. The author had every facility for learning the facts, and he has used them well. The work exceeds the newest novel in interest, as well as value.

POEMS. By Christian G. Rossetti. Boston: Roberts Brothers: San Francisco: H. H. Bancroft & Co. pp. 256.

We have here a new candidate for the poetic wreath, and the lady bids fair to attain complete success. Nothing of the kind that we have seen since the same publishers introduced Jean Ingelow to the American public, has impressed us as favorably as this. The poems are generally of a sober cast, many of them, indeed, religious, and all are well worth reading.

THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

SCHOOL FORMS.

BY PROF. KNOWLTON.

FELLOW TEACHERS:

Permit me herewith respectfully to present a series of practical forms intended to simplify and facilitate the management of several desirable and important details of school work by methods convenient and economical for the teacher, agreeable and encouraging to the pupil, as well as intelligible and satisfactory to the parent and guardian. All have been tried, proved, and approved, and while none claim faultlessness, each confidently expects to amply repay the just examination or fully reward the fair experiment of the unbiased teacher with some hints or helps which he would count it a misfortune to have missed. For the furtherance of order, simplicity and exactness, and, above all, for the promotion of a better understanding and a more perfect co-operation between the school and the home, they have been thoughtfully prepared and are hopefully submitted.

They are these: *First.* Daily and hourly programmes, orders of exercises, schedules or time tables for each of the four classes in a regularly graded grammar school, pursuing studies and observing hours similar or equivalent to those now prescribed by the San Francisco Board of Education. To the experienced teacher or the

careful student, they explain themselves. To others, four particulars may admit explanation or suggestion.

1st. The heavier the study the earlier its hour.

2d. The older the pupil the longer each recitation.

3d. The necessity of accommodating outside special teachers, in different classes successively, sometimes interferes with the very best arrangement otherwise practicable.

4th. The abbreviations: Comp. for Composition; Dr. for Drawing; Ex. for Exercise; Gen. for General; Ins. for Instruction; Or. for Oral; Rv. for Review, and S. T. for Special Teacher, probably indicate their signification with sufficient clearness.

Additions, omissions, substitutions, or other modifications necessary to adaptation will readily suggest themselves to the thoughtful teacher. Every teacher should prepare and post one of these, or its equivalent, in his class room. It gratifies the pupil, inculcates method, and obviates excuse for non-preparation of lessons.

Second. A monthly Report Card for one School Year

This furnishes one horizontal line for each of the ten school months of four weeks each, in the usual school year of regular work, exclusive of time necessarily consumed by organization, review, and examination. A single glance along this line and a simple comparison of the "Standard" and the "Received" under each head immediately exhibit to the parent or guardian the pupil's past month's performance in each of the three standard departments, Attendance, Deportment, and Scholarship.

The column headed "Extras" is intended, not for the record of extra or outside studies, but to show the number of extra credits gained by unusual excellence in regular scholarship, or given in recognition or encouragement of remarkably exemplary and commendable deportment. The preferences or circumstances of a teacher will, of course, determine the use or disuse of this department. The report concludes with a "Summary" whose "Standard," formed by the united "Standards" of Deportment and Scholarship—and "Received," which is, likewise, the sum of the "Received" in Deportment and the "Received" in Scholarship, stand in the direct order of divisor and dividend, whose immediate quotient, written in the next column, becomes the final per.cent.

The habitual examination and regular signature of these monthly

reports tends strongly toward binding parent and teacher in mutual understanding and community of interest, while it continually subjects the pupil to a healthy consciousness of oversight and constraint limited only by the parent's or guardian's faithfulness of inspection, exactness of inquiry, and heartiness of co-operation. The critical preparation of them may make irksome assessments upon the teacher's time and pains, but they surely yield rich dividends of parental appreciation and home reinforcement.

The back of the report, on the opposite page, presents the Duties of Pupils as defined by the Rules of the San Francisco Board of Education—a Calendar of Terms and Vacations—the Time of Daily Session, and a statement of the Standard requisite to secure promotion into the First Division of any Grammar Class, or to entitle the pupil to enter the Annual Examination for admission to the High Schools.

Third. A Recitation and Register Card combined.

This is alike on both sides. It is made of red, or buff, or any desirably-colored card-board having sufficient tooth or roughness of surface, to take pencil marks easily and retain them legibly. It is better not to use white cards; they soil too easily when used any considerable time. Every horizontal line of spaces holds the daily record and final summary of one week. Every perpendicular line of spaces, except the first and the last, contains the record of the same day for twelve consecutive weeks or three school months. Having added horizontally, the comparison of the twelve weekly sums shows the *number* of the *weeks* and the *portion* of the *term*, in which pupils average highest. Having added perpendicularly, the comparison of the five daily sums may indicate the *number* of *days* and the *part* of the *week* in which pupils naturally do best. Careful observation and consideration of such results may aid the philosophic teacher in calculating the wisest ways for the safest and easiest accomplishment of the greatest possible amount of work in any week or term.

Of the two lines across the bottom, the upper contains, in the first space, the Number Due—which means the number of recitations the class, and, of course every pupil in it, should have had during the month. The sum of the numbers in the eight following squares should equal the Number Due. The numbers and words

designating the different qualities of recitation, 5, Perfect; 4, Excellent; 3, Good; 2, Poor; 1, Bad; 0, Failure; Excused, Absent, may be changed at will. The use of 5 as the standard or highest mark has this recommendation. In any daily recitation receiving the highest mark five days in the week, four weeks in the month, and ten months in the year, the successful pupils receive twenty-five a week, one hundred a month, and one thousand a year, numbers most convenient for calculating percentages. While not so small as to be meagre, it will generally prove high enough to afford scope for necessary discrimination.

Every teacher knows that the use of the ordinary two-page folio register involves, at least, three evils:

1st. It confines the teacher to the desk or table.

2d. It increases the danger of marking in the wrong space, or against the wrong name, especially when the record has extended into the ninth or tenth week, away across on the farther side of the opposite page.

3d. It renders it difficult to call upon pupils in irregular order, without danger of omitting some and repeating others.

The use of the cards easily and effectually obviates these objections. Taking them in the hand, the teacher may walk about the room, recording on the instant of recitation, while by shuffling them at will, he may, at each round of the recitation, change the order of calling, without danger of omitting or repeating a single name. If preferred, the cards can be used like a book-keeper's day-book, waste-book, or blotter, and the hastily written figures, or their summaries, transferred daily, weekly, or monthly, into the more formal and permanent register, either by the teacher's own hand, or by that of some willing and faithful pupil.

Their chief advantages are in facilitating the teacher's freedom of movement, and in ensuring the convenience and accuracy of his immediate record while conducting recitation.

Nearly ten years' constant use has steadily increased the writer's satisfaction with their continual convenience and economy.

Fourth. The Weekly Merit Card.

The use of these generally requires a much larger number than of any of the previous forms, hence they may be printed on thinner and less expensive card-board, or heavy paper. The reader will

observe that, of the three items, Attendanee, Behavior, and Seholarship, only the first is ealled "Perfeet." In attendanee a seholar ean be—many are—absolutely perfect, not absent nor tardy, nor exeused, nor dismissed. Reckoned by any absolute, or, indeed, by any very exalted relative standard, no human conduct or performance ean justly be recorded "perfect." Henee the words "good" and "faithful," eharaeterizing behavior and seholarship, have been ehosen for the double purpose of aeeommodating the various judgments of different teachers, and adaptability to the still more varying eapaeities and eireumstanees of individual pupils.

A modifieation of these eards, very aeeeptable to the pupils themselves, eonsists in having them of the three eolors, red, white, and blue. Seholars gaining ninety per eent., or more, reeeive a white eard, those between eighty and ninety a red one, and those between seventy and eighty a blue one. In our sehool, we have adopted the plan of allowing the girls to wear upon the left breast, or shoulder or arm, a badge, in the form of a beau or knot of white or red or blue ribbon, respeetively indieating their attainments aeeording to the percentages given above. The highest, or "Number One," seholar of eaeh elass wears a red, white, and blue rosette. Thus, the orders Scholars of the White, Scholars of the Red, and Scholars of the Blue, pleasantly indicate school rank or nobility, of which the single rosette seholar, in eaeh elass, stands at the head.

Another eonsideration, more espeeially valuable to the pupil, is, that the winner of the white eard or badge for every one of the five sehool months immediately preeeding the annual examinations for promotion, may eonfidently eount it an eneouraging guarantee of approaehing success. Thus it may not only exhibit exeellent performance already past, and consequent high standing worthily enjoyed in the present, but may also strengthen and eheer the regular reeeiver with the assuranee or eertainty of eoming promotion.

That these forms can be easily adapted to every school or elass, the writer does not elaim. That they *will* be adopted, even in many plaees where they *can*, he does not expeet. Many minds have a eonstitution so peculiar that they can approve or receive few things not bearing the stamp of their own personal origination, either wholly or in great part. Their refusal may disguise itself to them

[For continuation, see page 126.]

FIRST GRADE—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Write.	Write.	Write.	Bk-kping.	Bk-kping.
11:40	Gram.	Gram.	Anal.	Gram.	Comp.
12:15	INTERMISSION.				
1:00	Hist.	Hist.	Hist.	Hist. Rv.	Nat. Phil.
1:30	Read.	Spell.	Read.	Spell.	Read.
2:00	CALISTHENICS.				
2:10	Sing (st)	Draw. (st)	Phys.	Sing (all)	Gen. Exs.
2:40	Reports—Remarks—Song.				
2:45	Dismissal.				

SECOND GRADE—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Read.	Spell.	Write.	Spell.	Read.
11:45	Gram.	Gram.	Anal.	Gram.	Comp.
12:15	INTERMISSION.				
1:00	Hist.	Hist.	Hist.	Hist. Rv.	Or. Ins.
1:30	Sing (st)	Draw. (st)	Write (st)	Write.	Gen. Exs.
2:00	CALISTHENICS.				
2:10	Write.	Write.	Or. Ins.	Sing (all)	Gen. Exs.
2:40	Report—Remarks—Song.				
2:45	Dismissal.				

GRAMMAR SCHOOL.

THIRD CLASS—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10.30	RECESS.				
11:45	Geog.	Geog.	Geog.	Geog. Rv.	Map. Dr.
11:15	Gram.	Gram.	Gram.	Gram.	Gram. Rv.
12:45	Spell.	Spell.	Spell.	Spell.	Spell.
12:15	INTERMISSION.				
1:00	Sing (st)	Draw. (st)	Write (st)	Write.	Comp.
1:30	Write.	Write.	Or. Ins.	Read.	Comp.
2:00	CALISTHENICS.				
2:10	Read.	Read.	Read.	Sing (All.)	Gen. Exs.
2:40	Report—Remarks—Song.				
2:45	Dismissal.				

FOURTH CLASS—DAILY PROGRAMME.

HOUR.	MON.	TUES.	WED.	THURS.	FRID.
8:45	Study.				
8:55	Form—March—Sit.				
9:00	Sing—Read Bible—Chant Lord's Prayer—Roll Call.				
9:15	Questions, Communication, and Study.				
9:30	Arith.	Arith.	Arith.	Arith.	Arith. Rv.
10:30	RECESS.				
10:45	Geog.	Geog.	Geog.	Geog. Rv.	Map Dr.
11:15	Gram.	Gram.	Gram.	Gram.	Gram. Rv.
11:45	Sing (st)	Draw. (st)	Write (st)	Write.	Comp.
12:15	INTERMISSION.				
1:00	Read.	Read.	Read.	Read.	Sel'ct Rdg
1:30	Spell.	Spell.	Spell.	Spell.	Spl. Mtch
2:00	CALISTHENICS.				
2:10	Write.	Write.	Obj. Les.	Or. Ins.	Gen. Exs.
2:40	Reports—Remarks—Song.				
2:45	Dismissal.				

Rincon Grammar School—for Girls only—Foot of Vassar Place and Head of Perry Street.

Report of.....(..... Grade), for four weeks ending

Date.		Attend'nce.		Deportm't.		Scholarship		Extras.		Summary.					Signature.
Month.	Year.	Absent.	Tardy.	Stand.	Rec'd.	Stand.	Rec'd.	Stand.	Rec'd.	Stand.	Rec'd.	Per ct.	No. in Cl's	Rank.	Parent's or Guardian's Name.
	1866														
	"														
	"														
	"														
	"														
	1867														
	"														
	"														
	"														
	"														
Grand Total,															Please sign and return day after receipt.

Department "Standard" and Scholarship "Standard," make Summary "Standard."

.....Teacher. EBENEZER KNOWLTON, Principal.

☞ Parents, Guardians and Friends are cordially invited to visit the School. ☜

Rules of the Board.

DUTIES OF PUPILS.

1.—To be present on the School premises before the hour for commencing School; and, to be in the school room at 9 o'clock, A. M., punctually.

2.—To observe the special rules of the Principal, for securing good order in the stairways, halls, and school yards.

3.—To present their Monthly Reports to their Parents or Guardians for signature; and then return the same to the Teacher.

4.—To bring written notes from their Parents or Guardians, in all cases of absence or tardiness, or of dismissal before the close of School, stating the cause thereof.

5.—To attend every regular examination of the School; or to be suspended for the disobedience of the rule.

6.—To sustain a thorough and satisfactory examination by the Principal, before they can be promoted from one grade to another, or from one division or class to another.

7.—To be sent by the Principal to the division or class next below, whenever their scholarship falls below the rank of their grade.

8.—To obtain a certificate from the Principal of the School which they leave, specifying their good standing, grade, and class, before they can be admitted to any other school.

9.—To be furnished by their Parents with all the school-books required for their grade; or be excluded from their class, except their Parents are in indigent circumstances, and then, application shall be made to the Superintendent for them.

10.—To be liable to suspension, expulsion, or other punishment, for injuring or destroying School property; or, for writing, speaking, or enunciating any profane, obscene or immoral language on or about the School premises.

11.—To be clean in their person and clothing; to be vaccinated as a safety against the small pox; and, to be free from any contagious disease.

12.—To obtain permission of the Superintendent, when their Parents desire them to attend any Music, Writing, or Drawing Lessons, or any other branches of Instruction, outside of the regular course of study, during the School hours.

13.—Not to be absent eight half days in four consecutive Weeks, except for sickness, under a penalty of forfeiture of their seats, and suspension from School.

14.—To study at home not less than one hour and a half, either morning or evening.

TERMS:

The first term of the Public Schools shall commence on the first Monday in July; the second term on the first Monday succeeding the Christmas vacation, Each term shall be of twenty-three week's duration. The vacations of the schools shall be as follows: The twelfth week in each term; two weeks at the close of the first term, and the remainder of the School Year succeeding the second term.

DAILY SESSIONS.

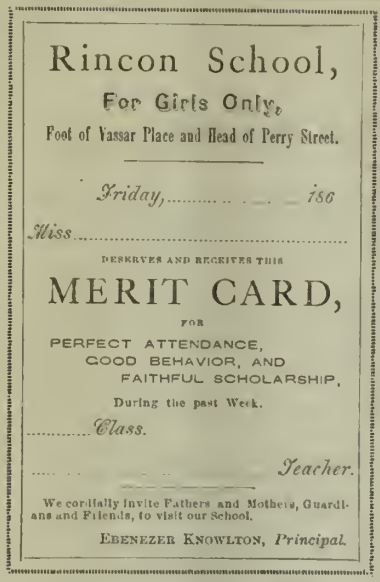
Begin at 9 A. M. and close | Grammar Department, at 2¾ P. M.

REMARKS.

Pupils who desire advancement, from the second to the first division of a class, should obtain at least 90 per ct., or nine-tenths of the perfect standard of credit marks in studies and deportment.

Pupils who seek promotion, from one grade to another, at the beginning of a term, should have had during the preceding term, at least 90 per ct., or nine-tenths of the perfect standard of credit marks in studies and deportment.

Pupils who propose to enter the High School, at the close of their Grammar School course, must maintain their standing in the first division of the first class, to obtain a certificate of qualification from the Principal.



Rincon School,

For Girls Only,

Foot of Vassar Place and Head of Perry Street.

Friday, ... 186

Miss .....

DESERVES AND RECEIVES THIS

MERIT CARD,

FOR

PERFECT ATTENDANCE,
GOOD BEHAVIOR, AND
FAITHFUL SCHOLARSHIP,

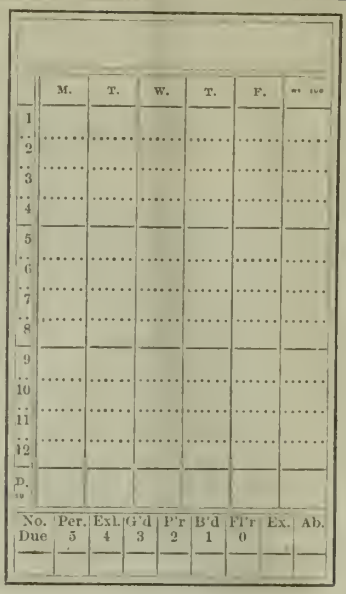
During the past Week.

..... *Class.*

..... *Teacher.*

We cordially invite Fathers and Mothers, Guardians and Friends, to visit our School.

EBENEZER KNOWLTON, *Principal.*



	M.	T.	W.	T.	F.	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
D.						

No. Due	Per. 5	Exl. 4	G'd 3	P'r 2	B'd 1	Fl'r 0	Ex.	Ab.

under the form of conscientious caution; others see it more clearly as an indication of apathetic conservatism, or a manifestation of unconscious conceit. Many more submit a practical performance to a partial theoretic test, and hastily condemn the well considered suggestions of experience many fold greater than their own.

For none of these has the present paper been prepared, but for those unprejudiced, liberal, progressive spirits, who, never counting themselves to have fully attained, are always willing to consider, and ready to acquire.

Any well matured suggestions of improvement in any of the foregoing, the writer will thankfully receive, honestly acknowledge, and promptly incorporate, as soon as they have satisfactorily stood the sufficient test of actual and protracted school room service.

If every teacher to whom this article shall come will read and consider it with half the care and frequency with which their friend and fellow laborer has written and rewritten, it can hardly fail to suggest, either by contrast or resemblance, some acceptable aids to practical improvement and professional progress. That thought has prompted and governed its preparation, and that hope now sends it forth, with heartiest fraternal regards.

[For the California Teacher.]

HINTS TO TEACHERS OF CLARKE'S GEOGRAPHY.

A few hints in respect to the best mode of studying Clarke's new School Geography, especially the part relating to California, may not be unwelcome.

Probably the best course, on the whole, to be pursued in most of the public schools of the State, will be the following: Study each group of counties as a whole, and do not attempt to master any county in detail, unless it be your own. For a lesson, assign all the general paragraphs which appear at the beginning of a group of counties. In recitation, require the scholar to make a black-board sketch of the group, and then recite the paragraphs, or their substance, using his pointer as often as possible upon his sketch. In assigning the lesson to be recited according to this plan, it will be well for the teacher to read and explain beforehand all the matter relating to the group. This will make the pupil's recitation of the paragraphs more intelligent: It will also enable him, if bright, to weave into his recitation of the paragraphs illustrative facts and references, gleaned from the minute detail. In reading over with, and explaining to his class, the detailed matter, the teacher should take especial pains to draw attention to the corrections indicated between *cause and effect*, or much of the educating power of the book must be lost.

In some academies, where classes are smaller, the counties are taken up singly, and sketches of them, instead of their groups, required. In such cases the entire matter relating to each county is expected from the pupil in recitation. C. R. C.

A FRIEND once visiting an unworldly philosopher, whose mind was his kingdom, expressed surprise at the smallness of his apartment. "Why, you have not room to swing a cat!" "My friend," was the serene unappreciative reply, "I do not want to swing a cat."

THE man who imagined himself wise because he detected some typographical errors in a newspaper, has gone east to get a perpendicular view of the rainbow.

Department of Public Instruction.

SUMMARY OF SCHOOL STATISTICS

Of the State of California for the school year of ten months, beginning September 1st, 1865, and ending June 30th, 1866 :

Number of white children between five and fifteen years of age	82,324
Number of negro children between five and fifteen years of age	625
Number of Indian children between five and fifteen years of age who live under the guardianship of white persons	1,093
Total number of census children between five and fifteen years of age	84,042

SCHOOL CENSUS STATISTICS.

Number of children under five years of age :	
White	51,443
Negro	277
Indian	427
Number of children between five and fifteen years of age who have attended public schools at any time during the school year :	
White	37,623
Negro	220
Indian	63
Number of children between five and fifteen years of age who have attended private schools at any time during the school year :	
White	15,569
Negro	75
Indian	27

Number of children between five and fifteen years of age who have not attended school at any time during the school year:	
White	20,446
Negro	247
Indian	1,078
Number of Mongolian children under fifteen years of age	361
Number of Mongolian children between five and fifteen years of age attending school	12
Number of deaf and dumb children between five and twenty-one years of age	69
Number of blind children between five and twenty-one years of age	49

STATISTICS FROM REPORTS OF TEACHERS AND TRUSTEES.

Whole number of boys enrolled on Registers	29,661
Whole number of girls enrolled on Registers	25,512
Total number enrolled	55,173
Average number belonging	48,091
Average daily attendance	33,989
Percentage of attendance on average number belonging	85
Total number of schools	986
Average number of months school was maintained	6.1
Monthly salary, board included, paid teachers:	
Male	$73
Female	57
Average for both	65
Number of free Public Schools maintained without rate bills	453
No. of Districts which have voted a school tax	104
Number of school visits made by County Superintendent	2,133
Number of visits made by School Trustees	5,791
Number of school visits made by other persons	12,122

FINANCIAL STATISTICS.

To cash paid for teachers' salaries	$551,462 02

To cash paid for sites, buildings, repairs, and school furniture	185,056 42
To cash paid for school libraries	2,074 81
To cash paid for school apparatus	4,059 51
To cash paid for rent, fuel, and contingent expenses	111,851 37
To cash drawn from the unapportioned County Fund for County Institutes	750 35
To cash drawn for payment of County Boards of Examination	1,164 45
To cash drawn for postage, binding books, and works on school architecture	2,067 33
Total expenditures	$859,229 19
By balance on hand at beginning of school year, September 1, 1865	$83,712 25
By cash received from State apportionment	132,410 71
By cash received from County taxes	199,820 39
By cash received from city taxes	270,847 32
By cash received from district taxes	73,175 85
By cash received from miscellaneous sources	79,283 55
Amount received from rate bills and subscription, as reported by School Trustees	79,601 30
Total receipts	$918,851 59
Total expenditures brought forward	859,229 19
Balance on hand at close of school year, June 30th, 1866	$59,622 40
Valuation of lots school houses, and furniture	$1,181,814 43
Valuation of school libraries	7,987 28
Valuation of school apparatus	16,778 89
Total valuation of school property	$1,206,597 60

Number of first grade schools, 168; second, 405; third, 386; total, 959. Total number of school districts, 891. Number of new districts organized, 82. Number of Trustees appointed by County Superintendents, 658. Number of school houses built of brick, 37;

wood, 681; adobe, 18. Number of new school houses erected, 85. Number of male teachers, 597; female, 671; total, 1268. Average monthly wages paid to male teachers, $73; female teachers, $57. Number of teachers who are graduates of the California State Normal School, 54. Number of teachers who are graduates of other State Normal Schools, 51. Number of teachers who hold State diplomas, 43. Number of teachers who hold State certificates—first grade, 54; second grade, 33; third grade, 13. Number of schools maintained more than three and less than six months, 358; more than six and less than nine, 205. Number of schools maintained nine months and over, 197. Average number of months of all schools in the State, 6.5. Number of districts not entitled to State or county apportionment, 15. Number of schools for colored children, 12; number of pupils attending, 297. Number of teachers who attended County Institutes, 497. Number of teachers who subscribe for some educational journal, 623. Number of volumes in county teachers' libraries, 1,500. Estimated value of such libraries, $2,554.

THE TRAINING SCHOOL.

The pupil teachers from the State Normal school, at the end of each week's teaching in the Training School, are required to make the following report:

PUPIL TEACHERS' METHODS.

Teachers will express in a condensed form, in the following blanks, their methods of teaching the following subjects:

1. Teaching the alphabet; 2. Teaching spelling; 3. Teaching definitions; 4. Teaching reading; 5. Teaching printing, drawing, and penmanship; 6. Teaching numbers; 7. Teaching vocal exercises and elementary sounds; 8. Teaching manners and morals; 9. Calisthenics; 10. Maintaining order; 11. Teaching object lessons; 12. Opening and closing school.

PUPIL TEACH.

On the second page of the Report is the following:

PUPIL TEACHER'S REPORT OF CLASSES.

The following are the topics which have been taught during the ——— days the ——— class has been under my instruction:

Reading, spelling, numbers, printing and drawing, vocal culture, manners and morals, object lessons.

SUPERINTENDENT'S ESTIMATE.

M———— taught in Training Department ——— days.

Punctuality	Ability to interest Pupils...
Neatness	Teaching Manners and Mor-
Thoroughness	als.....
Energy	Calisthenics.....
Government	———
Self Possession and Manner	Total Credits.....

Perfect standard—10 credits in each branch—100.

TEACHER OF TRAINING SCHOOL.

On the third page are the following:

SPECIAL INSTRUCTIONS.

1. *Punctuality.*—You will be present in the schoolroom at fifteen minutes before the time of opening school....Your report must be filled out and presented to the Principal of the Training School on the Monday following the close of your week's teaching.

2. *Instruction.*—To become skillful in the art of teaching is the object that you should have in view in this department; hence, you should labor to excel in awakening an interest in your class, which shall secure excellence in scholarship and animation in recitations. ....You must thoroughly master the course of study and the printed or written instructions with which you are furnished.... You should keep a note-book and enter everything important relating to the management of your class, the method of keeping records, and the verbal instructions of the superintending teachers.

3. *Manners.*—Be respectful to your superintending teachers, and kind and courteous to your pupils....Do not talk too much. Avoid a high pitch of voice....Be cheerful and animated, but never frivolous towards pupils or teachers.

4. *Moral Influence.*—Seek to gain a power for good and noble purposes over the minds of your pupils....Teach them a love of truth and a reverence for the Deity.

5. *Order.*—Secure and maintain order and attention, for without these your teaching will be a failure....Never scold or threaten. Reprimand with firmness, and report all insubordinate pupils to the superintending teachers....Allow no whispering, playing, eating, or chewing gum in school hours. Allow no playthings in the hands of pupils.

6. *Recitations.*—You should make special preparation for each recitation....Insist on the undivided attention of every pupil. ....Avoid prompting or assisting the pupils in their answers. ....Avoid leading questions....Insist on promptness and accuracy....You will have more power over your class in a standing posture....Be cheerful—be animated—be in earnest.

7. *Thoroughness.*—Not how much, but how well.

Miscellaneous.—Keep your desk neat....Be correct in pronunciation and in the use of language....Allow no paper to be thrown on the floor....A low, sweet voice is music in the school-room.

Report of Normal School—For the three weeks ending September 28th:

Whole number enrolled	93
Whole number of Females enrolled	83
Whole number of Males enrolled	10
Average number belonging	89
Average daily attendance	83
Percentage of attendance	93
Number admitted during month	8
Number left during month	0
Number in Senior Class	27
Number in Junior Class	30
Number in Sub-Junior Class	36
Number of Counties represented	17

Report of Training School:

Whole number enrolled	252
Whole number of Girls enrolled	144
Whole number of Boys enrolled	108
Average number belonging	230
Average daily attendance	215
Percentage of attendance	93

Resident Editors' Department.

A Visit to a School Room.—In the Philadelphia Sunday School *Times*, we find an article with this title, from the pen, we presume, of Professor Hart, of the New Jersey State Normal School, which we take pleasure in presenting to our readers:

"A few months ago, we called at a school house to visit the school. The house was well constructed, and the seats and desks very comfortable. There were about fifty scholars, between the ages of six and twelve years. The first exercise was a repetition, in concert, of the Lord's Prayer. Then the teacher called the roll, calling the full name of each scholar. The alphabet class was called. Four boys formed the class. The teacher held a chart in her hand, and pointed out the letters, at each letter asking, 'What is it?' As the boys could not tell, she, in each case, told, and passed to the next letter. At the close, she asked the class the name of the town, county and State in which they lived, and the Governor's name. The class replied correctly, and were sent to their seats. On them *they sat quietly, yet longingly, waiting for recess.*

'Class in Primer.' Several boys and girls came. They opened their books and read: 'I–s Is, I–t It, A–n An, O–x Ox?' receiving occasional assistance from the teacher. 'Close your books. Who discovered America?'

Class.—'Christopher Columbus.'

Teacher.—'When did he discover America?'

Class.—'In 1492.'

Teacher.—'What is the largest river in the world?'

Class.—'The Amazon.'

Teacher.—'That will do. Class in First Reader.'

The class was composed of six girls and three boys, and the lesson was a page of words in four letters. The pupils read each a word in turn, as follows: 'A–i–m–s Aims, A–i–l–s Ails,' etc. About half the scholars could not readily read the words, and for such the teacher read the words, and the scholars mechanically repeated. Soon the teacher said: '*What letter is added to these words?*' The class looked blank. '*What letter is added to the words in our last lesson to make these?* S, ain't it?'

'Yes,' said the class.

In succession came the other reading classes, and went through a similar exercise. We could not help asking ourselves, 'What benefit are these scholars receiving? They certainly are not learning anything.' We rose to go. The

teacher kindly invited us to address the school, saying she hoped to learn something. We declined the invitation, but felt like addressing her as follows: 'You have a pleasant school house here; the directors have provided good desks, blackboard, maps, charts, globe, dictionary and spelling box. The children are bright, well dressed, and mannerly. There are no large scholars, so you need not multiply classes. But you are making a sad failure. *You do not provide work for the scholars while at their seats.* Those little boys are sitting listless and idle, because you will not let them do anything. Think how dull and painful it would be for you to sit two hours every half day, and be kept from moving, speaking, and reading. You should require the pupils to take out their books and begin study before calling the first class in the morning.

'*You help the scholars too much.* You do not give them time to look at a word and study over it, before you assist them. Your telling them does no good. It is done in such a manner that they do not know the word longer than the sound of your pronunciation rings in their ears. You remind me of my first instructor in Greek. Whenever he told me the parts of a Greek verb, he did it so hurriedly that I could not understand him, and had always to look up the verb in the lexicon.

'*You go over too much ground at a lesson.* A child should not read a whole page of words at once. Would you be able to remember the names and faces of even twenty-five strangers, if introduced to them all within the space of ten minutes? But here you required these children to read five columns of words, and thirty words to a column, and gave them only ten minutes. Two or three new words at each lesson are enough. If they learn one new word every day, they will learn faster than most scholars. Give them one or two new words at each lesson, and let them dwell upon them, talk about them, spell them, and use them in sentences, until they know them.

'You asked the classes some questions about the discovery of America. They do not learn anything from that. *You gave them only dry facts*—dry bones, as some call them. There is no life, no flesh and blood about them. From the appearance of the children, we are sure they did not understand the meaning of the terms 'discovered,' and 'America.' We would like to question them and prove it to you. And you do not take good care of, nor use the apparatus. Why do you not hang up those charts, consult the dictionary, and use that spelling box?'

Such a speech we wished to make, but could not do it in the presence of the pupils, so bade the teacher good morning. In a few minutes, the small children came out for recess. We selected those in the Primer Class, and asked them:

'Who discovered America?' No answer.

'Was it Christopher?'

'Yes; Christopher Columbus.'

'When did he discover America?'

'In 1492.'

'What is America?'
'It is a house.'
'America is a house. Then Christopher Columbus discovered a house?'
'Yes.'
'What did Columbus do?'
'He discovered a house.'
'What does discover mean?'
'I don't know.'
'Does it mean to go away from?'
'Yes; it means to go away from.'
'Well, where did Columbus go to?'
'He went up into the sky,' said a little girl, in a shrill voice.

We were satisfied. The children had received a valuable fund of information when they learned that Columbus discovered America. Some time afterwards, we met the teacher of the school at a teachers' institute. We watched her to see if she could sit still for one hour. Instead of this, she spent a portion of the time in the midst of an interesting session, in conversation, and a portion of the time over 'Artemas Ward, His Book.'"

Metric System of Weights and Measures.—The Senate passed the bill authorizing the use of the metric system of weights and measures; also, the bill authorizing the Secretary of State to furnish each State a set of standard weights and measures of the metric system; also, the joint resolution authorizing the use of the drachm weight in the Post Office Department. These measures having passed both branches of Congress, go to the President for his approval, which will not be withheld, as there can be no doubt of the expediency of the change contemplated.

Personal.—Gen O. H. La Grange, recently from the State of Wisconsin, has assumed the principalship of the Grammar School at San Leandro, the County seat of Alameda County. Gen. La Grange was engaged in teaching in Wisconsin at the breaking out of the rebellion, when he gave up the spelling book, entered the army, and fought his way up to the title of Brigadier General. We give him a most cordial welcome to this State, and congratulate the people of San Leandro on their good fortune in securing a man who will make their school one of the best in the State.

Miss Gazena Garrison, who graduated last term from the State Normal School, has taken the position of assistant in the public school at Watsonville. Mr. Broadbent, graduate of the State Normal School, has recently been elected Principal of the Grammar School at Santa Cruz.

Notice.—The County Superintendent of Yolo will be in his office at Woodland on the *Second* and *Fourth* Saturdays of each month, and would be glad to meet there and then, Trustees and Teachers of the County, to discuss matters connected with the prosperity of their schools.

LINCOLN MONUMENT SUBSCRIPTIONS.

Teachers who have not yet taken up subscriptions for this fund, will have an opportunity of doing so, as it is found necessary to delay forwarding the amount already received for another month.

COUNTY.	DISTRICT.	TEACHER.	AMOUNT.
Humboldt	Table Bluff	Jno. Hally, 5	$10 00
El Dorado	Placerville Gram Sch.	H. E. Makinney	4 00

Public Schools of Boston. — We acknowledge the receipt from Hon. John D. Philbrick, Superintendent of Public Schools, of the Boston School Report for 1865, an elegantly bound and beautifully printed volume of four hundred and forty-seven pages. It is embellished with a fine wood cut of the "Prescott Grammar schoolhouse;" a new building, resembling somewhat in plan the Lincoln schoolhouse of this city, and built at a cost of $110,000.

The report is ably written, and is full of interesting topics and statistics. Boston has a population of 192,324; San Francisco, 120,000; and for the purpose of comparison, we place the school statistics side by side.

COMPARATIVE STATISTICS OF BOSTON AND SAN FRANCISCO SCHOOLS.

	Boston.	S. F.
Number of children between 5 and 15 years of age	34,902	17,388
Average number belonging to schools of all grades during the year	27,095	8,694
Average daily attendance	25,001	7,949
Ratio of the average number belonging to whole number between 5 and 15	.776	.50
Number of Teachers in High Schools	32	11
Number of High Schools	3	3
Number of Teachers in Grammar Schools	314	
Number of Teachers in Primary Schools	258	
Whole number of male Teachers	66	36
Whole number of female Teachers	538	183
Total number of Teachers	604	219
Salaries of High and Grammar School Teachers	243,600	unknown
Salaries of Primary School Teachers	128,800	"
Total amount paid all Teachers	372,400	185,500
Amount expended for buildings and lots	90.000	92.000
Total expenditure for School purposes	643,700	361.600
Cost per scholar for Tuition	13.74	21.33
Cost per scholar for incidentals	6.67	9.57
Whole cost per scholar, not including school-houses	20.41	30.90
Amount received from State School Fund	8,000	28.000
Ratio of School tax to the whole amount Raised by tax	.10	.11

In Boston, the children between five and fifteen years of age, constitute one hundred and eighty-one of the population; in San Francisco, one hundred and

forty-five; in this city, only one half the children between five and fifteen attend school; in Boston, more than three fourths.

San Francisco pays for salaries of teachers, half as much as Boston, for teaching one-third as many children. This is on account of the higher rates paid here to primary teachers. Grammar masters and Submasters are paid higher in Boston than in San Francisco. We regret that we can find no statistics showing the actual separate cost, last year, of the High, Common and Primary Departments of this city.

The following is a full schedule of Boston Salaries:

TEACHERS' SALARIES IN BOSTON.

Office or Grade.	Position or School.	First year.	Second year.	Third year	Fourth year.	Maximum.	S. Francisco.
Superintendent	Of all the Schools.	....	....	....	....	$4000	4000
Secretary.....	Of the Sch'l Board	....	....	....	....	5100	1800
Masters.....	Latin, High & Nor'l	3100	3200	3300	3400	3500	2500
Submasters...	Latin and High...	2100	2200	2300	2400	2500	2100
Ushers.....	Latin and High...	1600	1700	1800	1900	2000	1500
Masters.....	Grammar.....	2100	2200	2300	2400	2500	2100
Submasters....	Grammar.....	1600	1700	1800	1900	2000	1500
Ushers.....	Grammar.....	1200	1300	1400	....	1500	1200
Head Assist...	Normal.....	....	....	....	....	1000	1200
Assistant.....	Normal.....	....	....	....	....	700	1200
Superintendent	Normal Training.	....	....	....	....	1000	1000
Assist. Supt..	Normal Training.	....	....	....	....	700	1000
Master's Assist	Grammar.....	....	....	....	....	800	1000
Head Assist...	Grammar.....	....	....	....	....	700	1000
Assistant.....	Grammar.....	450	500	550	....	600	810
Teacher.....	Primary.....	450	500	550	....	600	811
Sewing Tch'r.	1st Grade.....	....	....	....	....	500	....
Sewing Tch'r.	2d Grade.....	....	....	....	....	450	....
Sewing Tch'r.	3d Grade.....	....	....	....	....	350	....
Sewing Tch'r.	4th Grade.....	....	....	....	....	340	....
Sewing Tch'r.	5th Grade.....	....	....	....	....	275	....

The Chairman of the Board, Edwin Wright, in his report, gives the following interesting items, which show how teachers are regarded in that section of the country.

"In this corps of our teachers, the Board are possessed of treasures untold; of devotion to duty that absorbs the life; of abilities that are regal; of fidelity as absolute as human nature will permit; of achievement that approaches perfect success; of ambition for duty, for good, for wisdom, ample as the field itself."

"One gentleman, who has acceptably served the Board as Grammar Master for a term of thirty-seven years, has during the year retired from active service, to give ease and quiet reflection to the residue of his declining days; and, as a memento of his long and faithful service, the Board appointed him teacher *emeritus*, with a stated salary, to be continued for a limited time, at its pleasure."

"Another Grammar Master, whose literary ability has won for him a national reputation, as an author for juveniles, finding a more grateful field for the growing exercise of his rare and genial talent, declined a further election, and has left the service of the Board.

College of California.—We have received "A Report upon a projected improvement of the estate of the College of California, at Berkeley, near Oakland; by Olmstead, Vaux & Co." It is a document possessing value beyond that which may accrue to the college for which the report was prepared, inasmuch as it enters into the conditions which combine to make desirable country homes. It appears that Berkeley promises well for any gentleman of leisure who may desire to establish himself within easy reach of the city, and where a pleasant dwelling shall furnish at the same time, without great expense, unusual educational advantages for the children.

The San Lorenzo District, in Alameda County, has one of the neatest and prettiest little schoolhouses in the State, situated on San Lorenzo Creek, under the overhanging branches of several huge sycamores. The School numbers forty pupils, taught by Mr. Fuller. We have seldom visited a pleasanter school. The order was perfect, the house was tidy, and cheerfulness beamed from the scholars' faces. A class in mental arithmetic was remarkably quick in mental processes.

Rolls of Honor.—We are almost weekly in receipt of Rolls of Honor, which indicate that the pupils in the public schools are striving to do their duty in all class exercises and deportment. To publish all the names would take more space than we can well spare, but hereafter we will give the first two names on each list, whenever we are able.

Rock Creek, Butte Co. (James W. Lamon, teacher), sends us these: *Boys*—Alick Thrower, Henry Lawsen. *Girls*—Nettie Still, Josephine Still.

Buchanan District, Mendocino Co. (Harry P. Williams, teacher), sends us these: (77 pupils enrolled). *Boys*—Charles Smith, James Pool. *Girls*—Josephine Jackson, Ada Lyman.

Acknowledgment—For the forms illustrating the Monthly Report Card, the Merit Card, and the Recitation Card, we gratefully acknowledge our obligation to the prompt and cheerful courtesy of Messrs. Bosqui & Co., Printers to the San Francisco School Department, who kindly placed them at our disposal, with their compliments to the California Teacher, and all teachers, be the same male or female. K.

Facts.—A lady, teaching in one of the Sabbath Schools of this city, was requested recently by the Superintendent to ascertain, with the other teachers, whether the members of her class had been baptised. Upon making the inquiry, one little one, unquestionably a pupil in the public schools, said, "O, yes, ma'am; and vaccinated, too!"

A lady teacher is accustomed to pronounce words from the reading lesson for the pupils to spell. Closing the book one day, she pronounced the first word to be spelled, "Head boy, 'squeal.'" The youth gravely spelled the word squeal, without perceiving the effort required for the teacher to conceal her emotions as she thought of the order, and congratulated herself that the boy did not squeal.

State Diplomas.—Under the Revised School Law, authorizing the State Board of Examination to recognize State Normal School Diplomas, and to adopt the report of County Examinations, since April last, the Board has issued the following Diplomas:

Samuel I. C. Swezey, graduate of the New York State Normal School.

Silas A. White, of the California State Normal School.

Mrs. George Bunnell, issued on City High School Certificate.

Mrs. Ira G. Hoitt, on High School Certificate.

Philip Prior, on Grammar Master's City Certificate.

J. B. McChesney, Nevada City, issued on County Examination.

George F. Morris. Red Bluff, issued on County Examination.

Professor F. M. Gatch, Santa Cruz, County Examination.

J. M. Howe, Sacramento, County Examination, and forty years experience in teaching.

James Harlow, Sonoma County, graduate of Bridgewater State Normal School.

Noah S. Flood, Downieville, County Examination.

In the County Examination, on which these Diplomas were granted, the State Series of Questions were used in full, and the original papers were forwarded to the State Board.

First Grade Certificates.—Miss Susie Carey, California State Normal School.

E. D. Humphrey, California State Normal School.

Miss Caroline F. Burrowes, New York State Normal School.

A. F. Olinger, California State Normal School.

Miss Maggie McKenzie, State and City Examination.

Miss Mary J. Ritchie, State and City Examination.

Mrs. W. W. McFadden, State and City Examination.

Miss Bertha Comstock, California State Normal School.

Miss Lizzie B. Jewett, California State Normal School.

Miss Anne S. Jewett, California State Normal School.

Mr. W. W. Holden, Alameda County Examination.

O. H. Huntley, Santa Clara County Examination.

Miles Gay, Santa Clara County Examination.

W. W. Kennedy, Santa Clara County Examination.

Miss Mary Barnes, Napa and Solano County Examination.

O. H. O'Neill, Napa and Solano County Examination.

L. H. Van Schaick, State Examination.

To Correspondents.—Have patience with us. For several months we have had articles marked "accepted," in our drawer, but the Department of Public Instruction deserves preference, and they have been deferred. Most of them are as good for one month as another, however, and we mean to do justice to all. Do not stop writing because your contributions have not appeared, and do not forget to give your name in a private note to the editors, even if you do not care to have it appear in print, for they rarely consider the merits of anonymous communications.

Pacific Pioneer.—The California Youth's Companion has changed its name to "The Pacific Pioneer and Youth's Literary Companion," and comes to us enlarged and greatly improved. We judge from some very excellent articles therein, that Prof. Knowlton is giving to its pages the benefit of his intellectual energies. The boys and girls of our State should be proud of their new journal. Weekly; $2 per year. Smith & Kelly, San Francisco.

Sierra County Institute.—The first Institute ever held in Sierra County was opened on the sixteenth of October. The local papers generously devote considerable space to the proceedings. A fair attendance and an earnest spirit seem to have made the occasion one of marked interest.

Thanks.—Several of our friends in this State and Oregon have kindly forwarded to us copies of the Teacher for August and September, as requested in our last month's issue. The editorial files are now, thanks to their attention, complete.

New Books.—The following new books have been received:

The Higher Education of Women. By Emily Davies. London and New York: Alexander Strahan. San Francisco; A. Roman & Co. pp. 191.

In this beautifully printed little volume we have some sensible views of what should be done for the cultivation of woman's powers in the world, under the general heads of "The Ideal," "Things as they are," and "Things as they might be." The authoress has felt the need of some change in the development of thought and activity among her English sisters, and aims to assist in bringing about a proper understanding of affairs. Without indorsing all the propositions herein made, we can cordially commend to all entrusted with the education of girls a perusal of this little treatise.

Master and Scholar, etc. By E. H. Plumptre, M.A. London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 229.

The poem which gives a name to this collection sets before us Roger Bacon in A.D. 1267, and in A.D. 1294, his thinkings, trials, longings, death. The scholar is one whom he set forward in the way of knowledge. We have not time to examine the latter half of the book, but we judge from the portions we have read that no reader need regret the time or money spent in order to secure its well chosen words. We are glad to notice the publications of Strahan, whose books are always well printed and in many cases have a permanent value.

Robert Merry's Book of Rhymes and Puzzles. Edited by Robert Merry. New York: James O'Kane. San Francisco: H. H. Bancroft & Co. pp. 299.

All the children will rejoice in this new edition of a book expressly for them. It seems to be a collection of the best rhymes and puzzles which were contained in the old "Merry's Museum," one of the most popular of young folks' papers, before the time of "*Our Young Folks*," which Ticknor & Fields are now sending forth monthly to the world. We think teachers would find this volume a most acceptable gift to the bright boys and girls, who always delight in Robert Merry.

THE INSTITUTE. A monthly publication devoted to the interests of our Public Schools, and embracing the Essays, Poems, Addresses, etc., read before the Teachers' Institute of San Francisco. September, 1866. San Francisco: Towne & Bacon. pp. 66.

We welcome this beautifully printed work to our table. The teachers of San Francisco therein demonstrate their literary ability, and manifest an energy which must win them laurels everywhere. The opening Poem, by Miss Satterlee, entitled "Our Work," is worthy of the leading place in any periodical. Mrs. Griffith's paper on "Common Sense and Common Schools," is a well written article that deserves a wide circulation. Miss Fowler's description of "The Teacher's Excursion" awakens regret that we were unable to join in the trip, while, at the same time giving us much of the pleasure and instruction that would have been received, had the Fates permitted us to go. The closing Address, by M. H. Myrick, Esq., on the Natural Scenery of the State, is an eloquent and suggestive statement of what may be seen by intelligent travelers in California, and closes with specially appropriate remarks on the educational facilities that are, and are to be afforded for our future citizens. On the whole, we think it will be difficult for any other meeting of the Institute to afford a richer repast for the people who are accustomed to frequent Lincoln Hall on the last Thursday of each month, to see what new thing the teachers of San Francisco are thinking of.

AN INTRODUCTORY LATIN BOOK, intended as an Elementary Drill Book, on the inflections and principles of the language, and as an Introduction to the author's Grammar, Reader, and Latin Composition. By Albert Harkness, Professor in Brown University. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co.; A. Roman & Co. pp. 162.

Harkness' First Latin Book, published ten or more years since, was welcomed with great unanimity by teachers, on account of its natural method and the consequent interest in the language awakened among learners. More recently, Prof. Harkness has published several advanced works for the student, and now returns to the elements, producing the present volume as a substitute for the First Book. We welcome the result, convinced, from such examination as we have had time to give, that it is really a change for the better; and if we were in a position to use any introductory Latin work with our classes, this is the one we should select as best adapted to the purpose in view.

SPARE HOURS. By John Brown, M.D. Second Series. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 426.

The readers of the first series, will need no indorsement of this volume; they will take to it naturally, and as a matter of course. Like that favorite work, this is a collection of papers contributed for the periodical press, touching upon many themes, and with varied success. We do not altogether see the propriety of introducing papers, however excellent, written by Dr. Brown's relatives or friends, as the result of his "spare hours;" still the publishers should know best how large the book must necessarily be. This American edition is dedicated to Abraham Lincoln; but that is the only thing in all the pages which has special reference to American readers.

Royal Truths. By Henry Ward Beecher. Boston, Ticknor & Fields. San Francisco, H. H. Bancroft & Co. pp. 324.

This book, first published in England without the knowledge of Mr. Beecher, is made up from striking passages in his reported sermons, and is now offered, with his consent, by the well known Boston publishers. It contains many fine illustrations of truth, together with many characteristic utterances, which being wholly unlike those of other men, have to be judged by no standard laid down in the ordinary works on criticism. Concerning their probable usefulness, the verdict will vary according to the habits of thought in the reader. We imagine that many persons will find in this volume helpful things in true living, and we do not imagine that any one will be injured by its perusal. Being made up of detached thoughts, it is one of those convenient works which may be taken for a leisure five minutes as well as for a leisure hour.

Recent British Philosophy. A review with criticisms; including some comment on Mr. Mills' Answer to Sir William Hamilton. By David Masson. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 335.

We had this book for "summer reading," on a recent trip to Sacramento. Sundry memories of busy student hours over Sir William Hamilton induced the selection from Roman's new books of this most recent summing up of British Philosophy; and the weary hours of a river steamboat were partly forgotten as we worked upon huge words, plain to metaphysicians, but little better than Sanscrit to the dulled mind of business men. We can commend the book to such of our readers (and among teachers there should be many such), as have given attention to the laws of mind as science has arranged them. School Trustees had better let the book alone, if they desire to keep fairly awake.

Hans Brinker; or The Silver Skates. A Story of Life in Holland. By M. E. Dodge. New York: James O'Kane. San Francisco: H. H. Bancroft & Co. pp. 347.

We have submitted this book to a lady whose literary abilities are unquestionable, and her report is entirely favorable. She pronounces it an interesting story, conveying a knowledge of many important incidents of Holland's history, and much information of Holland's customs.

Inside: a Chronicle of Secession. By George F. Harrington. With illustrations by Thomas Nash. New York, Harper & Brothers. San Francisco, A Roman & Co. pp. 223.

This story purports to have been written at the South during the progress of the late civil war, by a loyalist. It is one of the most interesting, and, apparently, truthful representations of society there that has yet been written. Persons familiar with Southern society for years before the rebellion will recognize in this "Chronicle of Secession" just what was to be expected as a development of the state then existing. We have seen the counterpart of "Brother Barker" in the Southern pulpit, and for that matter, in the Northern pulpit, too, on the other side of the question: the same departure from Pauline principles, the same absolute certainty respecting political propositions. We are glad this book has been written.

THE ARGOSY. A magazine of Tales, Travels, Essays, and Poems. Midsummer volume, 1866. London and New York. Strahan & Co. San Francisco, H. H. Bancroft & Co. pp. 530.

We acknowledge the receipt of a beautifully bound volume bearing the above title from Messrs. Bancroft & Co., and have devoted some hours to turning the daintily printed pages, covered as they are with the best thoughts of the best writers of England. Charles Read's "Griffith Gaunt," was originally published in this serial, and this volume contains the first half thereof. Alexander Smith has essays; Isa Craig and Christina G. Rosetti have poems; Robert Buchanan has his word, and many other names worthy of England are found attached to the articles in the Argosy. We are quite ready to congratulate such of our readers as may have the privilege of enjoying the pages of this fair volume. It is not an expensive book, either, we imagine—not beyond the means of a Clerk, or a Trustee, or even a teacher. To the teacher, the fresh notes of travel are especially valuable, and the poems and stories might serve a good purpose in resting the mind from its anxieties over the little school difficulties whose aggregate is so great.

THE DAILY PUBLIC SCHOOL IN THE UNITED STATES. Philadelphia, J. B. Lippincott & Co. San Francisco, H. H. Bancroft & Co. pp. 158.

An argument is to be judged by its intrinsic merit, rather than by the character of him who makes it; still, we should have been glad to know who wrote this book, and why he wrote it. "In no carping or hypercritical spirit," he says, it is written, and we think he is honest in his statement. While setting forth, with prominence, the defects of our public school systems, we do not see that he proposes the details of a better one. When that is done, we shall be as glad to accept it as our author himself.

THE MAY FLOWER, AND MISCELLANEOUS WRITINGS. By Harriet Beecher Stowe. Fifteenth Edition. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 471.

This book was immensely popular among the district library selections in our boyhood days. We have read it again with its additions, and pronounce it still a very readable volume. New England country life is pleasantly portrayed; and while some of the sketches have a theological bearing, we think that no person can object to the genial spirit which is found on every page. That first edition was long before "Uncle Tom's Cabin" was built, and gave little warning of what was in store for the world from the same prolific brain. We hope the May Flower may have a profitable voyage for its publishers, and we are sure that those who engage a passage therein will have a pleasant journey.

LESSONS IN ELOCUTION. By Allen A. Griffith. Chicago: Adams, Blacker & Lyon, 1865. pp. 240.

The selections in this new work are generally good, and many of the pieces are new. The instructions in elocution are condensed. We recommend the book to teachers who desire something new.

THE

CALIFORNIA TEACHER.

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[For the California Teacher.]

TEACHING TO THINK.

BY PROF. KELLOGG, OF THE COLLEGE OF CALIFORNIA.

Every teacher is in charge of thinkers. The heads before him are so many thinking-boxes, with brains busier than bees. The mind never stops in waking hours, and some good authorities say it never stops in sleep. It goes on working night and day; a watch that never runs down, a spiritual mechanism, disdaining rest, and in a true perpetual motion.

But this motion may not be a progress. The hard-working brain may advance no more than a donkey in a cider-mill; at play, it may go round like a kitten chasing its tail. If the mind cannot dart forward in a straight line, it should, at least, push on in its orbit. Spiral progress there may be; like that of the vine climbing away from the dull earth into air and sunlight; like that of our planet, circling about its sun, but speeding with that sun along a grander pathway. Enlarging its orbit is not enough. The center of thought must be changed; the restless activities must come under new and nobler attractions. The thinking mind must rise above its former self.

And thus, we see what education should be. It should fit the soul for progress. All the powers should be trained for successful activity. No one can be carried along his upward path; he must take every step for himself. If he has no power, he will make no

progress. The sturdier his strength and the more rapid his motions, the faster can he climb his "Hill Difficulty." Discipline is the mind's great want. Information is of far less value than a right training. It is well to know a fact, but it is much better to be able to find out facts. A truth is a desirable thing to have: but it should act as either drill or sledge to help quarry other truths; and the best thing about it is the exercise it gives to the growing strength of the worker. The mind is more than its meat; the man is more royal than all his acquisitions. Knowledge is of much worth; training is priceless.

To train the mind is to teach it to think, to use its own powers, to work its own way. This is the great art of the school-room. To it all other considerations (save moral ones) should bend. There must be something more than routine work. Parrot recitations are a waste of time. A child's mind may be burdened with facts of which he has no mastery. Information may be piled upon him, like the Sabine shields on the daughter of Tarpeius, and with as bad a result. We need not expend all our pity on ignorance: ill-assorted knowledge demands nearly as much. Forcing information into small minds is perilous; if they are not strong from within, but are only held together with hoops, it is the ten-gallon strain on the eight-gallon keg. But let the mind grow strong with its equipment, and it remains master of the field. Keeping its independence, using its treasures as furniture and fuel for its own self-driven enginery, it goes exultingly from one harvest to another. Instead of groping in darkness, it "walks in the light." It "knows what it knows," and holds the clues to a thousand untried labyrinths, glad to feel that it can explore them at will.

Let our California boys and girls, therefore, be stimulated to think, to think for themselves. Let them be trained to exactness of thought, rather than an unintelligent exactness of words. Reasoning is better for them than mere memorizing. Let them be encouraged to ask questions, and pursue investigations that go straight to the heart of things. Why should they be, like the majority of men, mere mental enclities, without emphasis or accent? Why should they not feel the quick pulses of our social and business life in the veins of their souls? There is a stimulus to be imparted, a sacred enthusiasm to be kindled. It will not lead to

bigotry, nor to vanity, but to a worthy independence, a genuine progress of powers made to be developed. Here is the teacher's glorious sphere of action.

A SCHOOL IN NICARAGUA.

[We have received from Mr. F. Ratton, one of our enterprising young teachers, now on his way to the Paris Exhibition, the following interesting sketch of a school at Greytown.]

San Juan del Norte, or Greytown, as it is called by the English, boasts of a school. It is taught by a native of Jamaica, whose features warrant us in saying that some of his ancestors came from Africa. He does not confine himself to teaching alone, but is ready to mend your coat or cut your hair, while at the same time he keeps an eye upon his youthful charge. School opens at ten o'clock, and if you please, we will visit it. We are a few minutes tardy. Upon entering we are greeted by the teacher, who is lathering the face of a customer. A dozen swarthy children, of ages between five and thirteen, are repeating in concert, the hymn, "Greenland's icy mountains." All are neatly dressed, and in spite of their color, appear as intelligent as an average dozen of Yankee boys and girls. The hymn is soon repeated, and at a signal they begin to sing it. While they are thus employed, we will take a look around this novel school room. It is about fifteen feet square; the whitewashed walls are ornamented by a few colored prints; above a neat clock is a painting of Rebecca at the well. On one side of the room is a long table covered with slates and books. On the opposite side is another table, which is evidently used when a bit of tailoring is to be done; in one corner, is a cupboard filled with bottles of pomatum, and other articles appertaining to a barber's shop. By it is a looking glass, which reflects the barber-(ous?) teacher and his subject, who by this time is nearly shaved. In the center of the room is a round table on which are a hone, two razors, a lather brush and cup, an oil can, a cigar box, which on closer inspection, proves to be used at present as a contribution box, a lot of newspapers, a large bible, an inkstand, a signal bell, a copy of Greenleaf's Arithmetic, and neatly hidden from view, behind all this—can it be possible!—a copy of Webster's New Pic-

torial Dictionary! Immediately the teacher rises several degrees in our estimation, and we feel that we are still within the influence of Yankee educators. After singing, a prayer is repeated in concert. By this time the teacher has a new customer, upon which he uses a pair of shears. A bright eyed boy, some ten years of age, steps forward and repeats the multiplication table, the class repeating after him. In the same way, the addition table, time table, avoirdupois weight, liquid measure, United States money, and sterling money tables, are repeated without mistake on the part of the little monitor. At a signal all march around the table while singing the multiplication table. Then they stand still and mark time while singing the little song beginning: "Oh how sweet it is to see." By this time the hair cutting is finished, and the teacher allows the poor children, who have been on their feet all this time, to sit down on a long bench. Eight of the larger ones take testaments and begin to read the 9th chapter of St. Matthew, while the remaining four take primers; several read very well. The chapter finished, the teacher indulges in quite lengthy explanations, after which another prayer is repeated, and a juvenile song sung. The teacher takes occasion to remind his pupils that they should be very thankful for the privileges they enjoy, and compares their advantages with those of destitute little boys and girls in New York and London. A signal dismisses the school, and the children rush out after the manner of white children farther north.

We go away convinced that the children are learning something, and that there are worse teachers than the principal of the Greytown school.

THE PROFESSION OF TEACHING.

It has been my sanguine hope for many years that in this new State teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching, for I well know that in no other way can the public schools be made the great educators of the State and the nation. If the

citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it.

The admission of teachers into the occupation is virtually in the hands of the teachers in this State now engaged in teaching. Elevate the standard of admission, and the occupation will soon become a respectable business. It will soon be better paid than brute labor. No occupation is more laborious; none wears out muscle and brain faster. It is only in the vigor of early manhood that a man can follow his profession. Shall he, then, be paid no more than the mechanic, or the day laborer who shovels sand on the streets? The brain labor of the skillful teacher ought to be as well paid as the brain labor of the lawyer, the physician, the clergyman, the editor. He ought to dress as well and live as well. His profession ought to cost him, and often does, as much time and money as other professions. He ought to be paid a salary sufficient to enable him to supply himself with a library, and the periodical literature of the day. He should have a salary sufficient to enable him to live respectably, dress neatly, and move in the intelligent circles of society like other educated men. He should be paid enough to support a family. Teachers well paid can devote all their time and energies to the schools. They are not greater philanthropists than their neighbors whose children they educate. None of them teach from pure love of teaching. They do their duty, and expect their pay for it; it is the way in which they earn their living. They ought not to be expected to break mental bread to the children of others, and feed their own with stones. Good teachers are not to be estimated by their daily salary of five dollars. Persons enough could be found in the State at half the present rates, but the people would be the losers. It is the teachers who give character and efficiency to the schools. The State may legislate, the people may vote taxes, and build school houses, but the teachers build schools, and mould character, and act on mind. High salaries will attract talent and skill, and hold them both in the schools. Low wages will fill the schools with bunglers, and waste the public money. If the people of California desire to lay well the foundations of the State for all future time, they must employ skilled master masons to hew the corner stones.—*First Biennial Report of State Superintendent Swett.*

[From the Pennsylvania School Journal.]

THE METRIC SYSTEM.

[Prepared for the new edition of "Brooks' Normal Written Arithmetic," and set from advanced proof sheets of the work. This we think the most practical mode of presenting the subject. With the tables in full and the examples which follow, the teacher can at once render himself familiar with the Metric System.—Ed.]

In 1795, France adopted a system of weights and measures founded upon the decimal system of notation, called the Metric System. This system was regarded as so great an improvement upon the old methods, that it has since been adopted by Italy, Spain, Portugal, many parts of Spanish America, Belgium, Holland, and considerable portions of Germany and Austria. In 1864, the Parliament of England passed an act permitting its use throughout the United Kingdom wherever parties should agree to use it.

The introduction of the Metric System into this country had long been recommended by scientific men, and in 1866 its use was authorized by Congress. To furnish a convenient standard of comparison, and render the public familiar with the new measures, it was also authorized that the new five-cent piece should weigh five grammes, and be one-fiftieth of a metre in diameter. To facilitate its adoption by the public, it is necessary that it should be immediately introduced into our school arithmetics.

The principal difficulty an author meets with in introducing the subject into a text-book, is the lack of a proper notation. The French write 35 metres 429 millimetres thus, $35{,}^{m}429$; also 19 francs 76 centimes thus, $19{,}^{f}76$. It seems more appropriate, however, to place the initial of the unit at the left of the numerical expression as in Federal Money, and this method has been adopted by the author. Thus, 35 metres and 429 millimetres are written M 35.429. A slight modification of these initials would be an improvement, and some modification should be agreed upon by scientific men.

In the Metric System we first establish the unit of any measure, and then derive the other denominations by taking decimal multiples and divisions of the unit. Any quantity consisting of several denominations is thus written and treated as an integer and decimal, the decimal point separating the unit and its divisions.

NAMES.—After naming the *unit* of any measure, the names of the higher denominations are formed by prefixing to the name of the unit the Greek words *deca*, (ten) *hecto*, (hundred) *kilo*, (thousand) *myria* (ten thousand). The lower denominations are formed by prefixing the Latin *deci*, (tenth) *centi*, (hundredth) *milli* (thousandth).

UNITS.—The following are the different units, with an indication of their English pronunciation.

LENGTH, *Metre*, (Meetre).	CAPACITY, *Litre*, (Leeter).
SURFACE, *Are*, (Air).	WEIGHT, *Gramme*, (Gram).
VOLUME, *Stere*, (Stair).	VALUE, *Franc*, (Frank).

In the following tables we have given the value of the units, and the names of their multiples and divisions. The values of the units are taken from the report of the Smithsonian Institute for 1864.*

TABLE OF LENGTH.

The *metre* is the ten-millionth part of the quadrant extending through Paris from the equator to the pole. It equals 39.3708 inches, or 3.2809 feet.

10 Millimetres	=	1 Centimetre.
10 Centimetres	=	1 Decimetre.
10 Decimetres	=	1 *Metre*.
10 Metres	=	1 Decametre.
10 Decametres	=	1 Hectometre.
10 Hectometres	=	1 Kilometre.
10 Kilometres	=	1 Myriametre.

TABLE OF SURFACE.

The *are* is a *square decametre*. The *are* equals 119.6033 square yards, or 0.0247 acre.

10 Milliares	=	1 Centiare.
10 Centiares	=	1 Deciare.
10 Deciares	=	1 *Are*.
10 Ares	=	1 Deeare.
10 Decares	=	1 Hectare.
10 Hectares	=	1 Kilare.
10 Kilares	=	1 Myriare.

* Teachers should introduce specimens of the Metre into their schools. A rod 39⅜ inches long is very nearly a metre.

TABLE OF VOLUME.

The *stere* is a *cubic metre*. The *stere* equals 35.3166 cubic feet.

10 Millisteres	=	1 Centistere.
10 Centisteres	=	1 Decistere.
10 Decisteres	=	1 *Stere.*
10 Steres	=	1 Decastere.
10 Decasteres	=	1 Hectostere.
10 Hectosteres	=	1 Kilostere.
10 Kilosteres	=	1 Myriastere.

TABLE OF CAPACITY.

The *litre* equals 2.1135 pints wine measure, or 1.81626 pints dry measure. It is a *cubic decimetre* = 61.027 cubic inches. It is used for dry and liquid measures.

10 Millilitres	=	1 Centilitre.
10 Centilitres	=	1 Decilitre.
10 Decilitres	=	1 *Litre.*
10 Litres	=	1 Decalitre.
10 Decalitres	=	1 Hectolitre.
10 Hectolitres	=	1 Kilolitre.
10 Kilolitres	=	1 Myrialitre.

TABLE OF WEIGHT.

The *gramme* is the weight of a *cubic centimetre* of distilled water at the temperature of melting ice. The gramme equals 15.44 Troy grains.

10 Milligrammes	=	1 Centigramme.
11 Centigrammes	=	1 Decigramme.
10 Decigrammes	=	1 *Gramme.*
10 Grammes	=	1 Decagramme.
10 Decagrammes	=	1 Hectogramme.
10 Hectogrammes	=	1 Kilogramme.
10 Kilogrammes	=	1 Myriagramme.

* 1. Teachers should introduce specimens of the Gramme and Kilogramme into their schools.

* 2. Merchandise is generally bought and sold by the kilogram. The kilogram equals about 2 1-5 pounds Avoirdupois.

TABLE OF MONEY.

The French gold coin is the 20-franc piece, or Louis. The silver coins are the *franc* and *demi-franc*.

10 Centimes	=	1 Decime.
10 Decimes	=	1 *Franc* = $00.186.

* Circular measure and Measures of Time are the same as those of the United States.

Department of Public Instruction.

THE NEW BASIS OF APPORTIONMENT.

The impression seems to prevail, in some minds, that the change in the basis of apportionment of school money from the number of children between 4 and 18 years of age, to the number between 5 and 15 years of age, either reduces the amount of money received or discriminates in favor of the cities, and against the country districts. Now, as there is a certain amount of money to be apportioned, the smaller the number of children to whom it is apportioned, the larger the amount per child, and *vice versa*.

In the second place, does the change really make any material difference in the amount apportioned to city and county?

The statistics will answer this question. The number of children between 4 and 18, in 1865, was 95,000; between 5 and 15, in 1866, 84, 000—showing a reduction of about 11 per cent. An examination of the statistics of the several counties shows that there is very little variation from this per cent. of reduction in numbers. We allude to the fact because it was gravely charged by a school Trustee, recently, that the State Superintendent had effected this change of basis for the especial benefit of San Francisco, which would gain largely by the change. It was a grave charge, and we meet it with all due gravity.

San Francisco, in 1865, had 20,581 children between 4 and 18; in 1866, 17,388—a falling off of 15 per cent., or 4 per cent. greater than the average. So, San Francisco *loses* by the change, instead of gaining.

The reasons for the change are stated in answer to certain questions, on another page of the TEACHER. They are conclusive, and the present basis of apportionment is undoubtedly fairer than the the old one, as the census can be taken with much more exactness.

SCHOOL LAW.

The following questions have been submitted to the State Superintendent, with the request that they be answered in the columns of the *Teacher:*

1*st. Question.* Whether the articles referred to in Sec. 19, (of the State Rules and Regulations) such as pens, ink, &c. "are intended for the benefit of the whole school, or such pupils, only, as are incapable of purchasing them?"

Answer. It is the intention of this rule, that pens, ink, penholders and other supplies enumerated, shall be purchased by the District Clerk, to be supplied to the whole school. The reason of this is, that such articles, when purchased at wholesale rates, cost less than half the retail rates; and that all the pupils may be always supplied with the necessary articles of school use.

The authority for this regulation is found in Sections 46 and 48 of the Revised School Law.

2*d. Question.* Whether pupils over 15 and under 21 years of age, are entitled to any portion of the school money? And, can pupils of the aforesaid age be debarred from the privilege of attending public schools, because they have no means of paying their school bill?

Answer. The school money is apportioned on the basis of the number of children between 5 and 15 years of age, but the schools are as free to all children between 15 and 21 years of age, as to those between 5 and 15 years of age.

Section 53, R. S. L., reads as follows:

"Sec. 53. Every school, unless otherwise provided by special law, shall be open for the admission of all white children between 5 and 21 of age, residing in that school district."

The reason why the apportionment is made by law, on the basis of children between 5 and 15 years of age, is that these ages include the greater proportion of children properly due at school, and that the census of children between these ages can be more correctly taken than on any other basis.

Between the ages of 15 and 21, there are large numbers of married women, not likely to be included by the Census Marshal, and who dislike to be reckoned as "school children;" there are,

also, large numbers of young men, engaged in business, who would be likely to be omitted by the Marshal. But the law provides that all youth between 15 and 21 who desire to attend school, shall have the same right to do so, free of charge, as children of the ages on which the apportionment was made.

DISTRICT TAXES FOR BUILDING SCHOOL-HOUSES.

The question has been frequently asked, why the district tax for building school-houses, as provided in Sec. 98 of the R. S. L., was limited to the maximum rate of 35 cents on the hundred dollars, instead of leaving the amount to the discretion of the voters of the district? The limitation was made by the Senate Committee on Education, as a concession to certain Senators, who, unless it were made, expressed their determination to attack other revenue provisions of greater importance; and not feeling strong enough to meet this opposition, the committee reluctantly consented to the restriction.

It has always been the opinion of the State Superintendent, that the rate of tax to be voted in district meetings should not be limited by law; for the people are the best judges of their own wants, and seldom vote an unreasonable tax for school purposes.

An attempt was made in 1864, to effect a limitation of tax, but was defeated.

Probably some ten or twenty districts have been prevented from building new houses by the restriction; and the only consolation is that when houses *are* built, they will be the larger and better for the delay.

There is no doubt, whatever, that this obnoxious limitation will be repealed at the next session of the Legislature; and until then, trustees must bear it with patience. The great gain in State and County taxes, amounting to from $125,000 to $150,000, is more than a compensation for the temporary inconvenience to a few districts of old school-houses.

County Apportionment.—County Superintendents will proceed to make their apportionments of County School money, as soon as the county taxes are paid up. The State apportionment will not be made until February next.

Teacher's Contracts.—We have received several communications in reference to contracts with teachers, made prior to the passage of the Revised School Law, in which the Trustees engaged to pay the teacher, for a certain term, all the school money which should be received by the district from State and county during the school year ending August 31st, 1866.

By passage of the Revised School Law, the semi-annual State apportionments were changed to one annual apportionment in February, and the July semi-annual apportionment which would otherwise have been made, was held over to be apportioned in February, 1867. This apportionment would have amounted to fifty cents per census child.

The question now arises, can teachers holding contracts by which they were to be paid all the school money expected to be received by the district, which, of course, included the July apportionment—be paid the balance due from the July apportionment, out of the State apportionment which will be made next February?

Such contracts ought never to have been made; but having been made, it seems just and equitable that they should be paid; and the State Superintendent therefore recommends that, when such contracts exist, the County Superintendent set apart from the next State apportionment an amount equal to fifty cents per census child, for such district, and apply it to the payment of said outstanding indebtedness.

To Teachers.—Some teachers, and several County Superintendents, seem to have misunderstood the meaning of the column in reports headed "Total Number of Pupils Enrolled."

The Teachers' Report is simply an abstract of the School Register, and under the above heading should be placed the whole number of different names entered on the Register during the term or year. For illustration, if the Register shows the following record: 1st month, 40; 2d month, 45; 3d month, 50; 4th month, 44; 5th month, 35;—the total enrollment is not 214, as some teachers reported; neither is it 42 4-5—the average of five months—as others have reported.

The total number enrolled must be ascertained by counting the actual number of different names entered on the register during the

term. One county reported an enrollment of 6,000, which was obtained by the addition of all the monthly enrollments. The actual enrollment did not exceed 1,200, for the average number belonging did not exceed 1,000. Teachers will please take notice, when they make their next annual reports, and also when they make up the term summary in the registers, at the close of the present term.

NATIONAL LINCOLN MONUMENT SUBSCRIPTION.

COUNTIES.	Amount received in Coin.	Amount received in Currency	COUNTIES.	Amount received in Coin.	Amount received in Currency
Alameda	$18.95	$5.00	*Brought forward.*	$———	$———
Amador	34.20	10.00	Tehama	4.80	.....
Butte	25.80	.....	Trinity	24.50	.....
Calaveras	18.65	.....	Tulare	6.00	.....
Colusa	4.50	.....	Yolo	3.00	.....
Contra Costa	27.50	.....	Yuba	6.00	.....
El Dorado	15.50	14.00			
Humboldt	22.25	.....	Total	$1,088.91	148.00
Lassen	.....	7.00			
Mariposa	3.00	5.00			
Napa	5.00	.....	INDIVIDUAL SUBSCRIPT'S		
Placer	6.00	.....	Mr. Low	.....	10.00
Sacramento	147.40	2.00	Ira G. Hoitt	.....	10.00
San Francisco	474.95	100.00	Miss H. Hatch	.....	10.00
San Joaquin	64.70	.....	John Baynall	.....	10.00
San Luis Obispo	6.10	.....	John Swett	.....	10.00
Santa Barbara	5.60	.....	S. H. Jackman	.....	2.50
Santa Clara	93.26	.....		.....	
Santa Cruz	29.10	5.00	Total	.....	$52.50
Sierra	24.55	.....	Currency bro't forw'd	.....	148.00
Solano	17.60	.....			
			Total currency	.....	$200.50
Carried forward.			Total coin	$1,088.91	.....

The foregoing is a full statement of all the contributions received by the State Superintendent for the National Lincoln Monument. On the thirtieth of October, a bill of exchange on Messrs. Lees & Waller, New York, in favor of Newton Bateman, State Superintendent of Illinois, was purchased with the contributions in gold, $1,089.00, for the sum of $1,521.46, in currency. Another currency draft, for $200.50, has since been forwarded to Newton Bateman, making a total of $1,721.96, the amount of the dime subscription of the school children of California, for this noble object.

STATEMENT, BY COUNTIES, OF SCHOOL STATISTICS OF THE STATE OF CALIFORNIA, FOR THE SCHOOL YEAR, OF TEN MONTHS, FROM SEPTEMBER 1ST, 1865, TO JUNE 30TH, 1866.

COUNTIES.	Total Number of Census Children bet. 5 and 15 years of age.	Total Number enrolled on School Registers during the year.	Average number belonging to Pub. Schools.	Average daily attendance in Public Schools.
Alameda	2,742	1,128	981	863
Alpine	169	97	91	83
Amador	1,813	1,235	917	794
Butte	1,861	1,310	1,026	912
Calaveras	2,266	1,325	981	892
Colusa	616	337	209	176
Contra Costa	1,745	862	646	558
Del Norte	179	139	100	96
El Dorado	2,498	1,741	1,368	1,222
Fresno	283	161	107	99
Humboldt	1,015	688	486	431
Klamath	132	24	20	13
Lake	657	464	344	265
Lassen	250	199	162	124
Los Angeles	2,504	581	421	376
Marin	859	477	371	327
Mariposa	791	334	306	276
Mendocino	1,448	889	824	720
Merced	367	646	134	404
Mono				
Monterey	1,443	501	398	337
Napa	1,359	1,039	666	591
Nevada	2,980	1,255	1,189	983
Placer	1,914	1,154	784	687
Plumas	570	290	229	198
Sacramento	4,384	3,577	2,506	2,201
San Bernardino	1,159	672	416	332
San Diego	342	51	44	35
San Francisco	17,388	10,153	8,694	7,949
San Joaquin	3,307	2,898	2,023	1,780
San Luis Obispo	545	133	84	65
San Mateo	933	497	344	300
Santa Barbara	1,243	332	408	211
Santa Clara	4,118	2,390	1,764	1 578
Santa Cruz	1,756	1,294	631	551
Shasta	811	527	404	364
Sierra	924	605	480	427
Siskiyou	925	602	477	415
Solano	2,325	1,200	1,018	903
Sonoma	4,850	3,482	2,460	2,202
Stanislaus	593	355	272	236
Sutter	1,005	486	329	282
Tehama	624	495	312	265
Trinity	383	254	184	191
Tulare	861	415	287	245
Tuolumne	1,808	1,006	734	658
Yolo	1,415	1,037	653	645
Yuba	1,891	936	807	717
Total	84,052	50,173	48,091	33,989

STATISTICAL TABLE, SHOWING THE NUMBER OF CHILDREN UNDER FIFTEEN YEARS OF AGE, IN THE CITIES AND TOWNS OF THE STATE OF CALIFORNIA FOR THE SCHOOL YEAR ENDING JUNE 30TH, 1866.

	Number of Children between Five and Fifteen.	Number of Children under Five.	Total under Fifteen.
San Francisco	17,388	13,306	30,694
Sacramento	2,113	1,368	3,481
San Jose	755	711	1,666
Los Angeles	1,048	591	1,639
Stockton	830	546	1,376
Grass Valley	774	516	1,290
Oakland	701	583	1,284
Marysville	738	543	1,281
Petaluma	700	447	1,147
Santa Barbara	681	402	1,083
Nevada	522	477	999
Vallejo	461	396	857
Placerville	428	276	704
Sonora	428	275	704
Columbia	383	260	643
Santa Clara	377	225	602
Santa Cruz	348	240	588
Watsonville	325	241	566
Copperopolis	351	210	561
Benicia	339	164	503
Healdsburg	302	201	503
San Bernardino	348	154	502
Napa	303	196	499
Yreka	210	202	412
Red Bluff	228	177	405
Santa Rosa	256	141	397
Visalia	220	133	353
Oroville	283	52	335
Chico	193	126	319
Jackson	196	85	281
Downieville	165	115	280

REPORT OF STATE NORMAL SCHOOL—for the four weeks ending October 26th, 1866:

Whole number enrolled	98
Whole number of females enrolled	88
Whole number of males enrolled	10
Average number belonging	95
Average daily attendance	87
Percentage of attendance	90
Number admitted	5
Number left	0
Number in Senior Class	28
Number in Junior Class	34
Number in Sub-Junior Class	36
Number of counties represented	17

State Normal School.—This school is in a most flourishing condition, and is crowded to its utmost capacity. The present term will close early in December. The next term will open in January next, and continue for five months. A fine opportunity will be afforded for teachers to enter the Senior Class in January. Those desiring to enter should make an early application, as it is not probable that all who desire to enter can be admitted, on account of limited accommodations. It is a good investment of both time and money, for a young teacher to attend at least one term.

Demand for Professional Teachers.—One of the most encouraging features of the past school year, has been the increasing demand for good teachers. Three years ago, able teachers went begging for places where they could earn a living; during the past year, at times, schools which pay one hundred dollars per month, have found great difficulty in securing teachers. Next year, with the increased school revenue, wages will be better, and the demand will be still stronger for "professional teachers." Let the better class of teachers who sometimes complain of the strictness of County and State Examinations, bear in mind that if the standard of qualification had not been raised, this change for the better would never have taken place. Keep up the standard, and teachers will not fail to reach it.

County Examinations.—The State Superintendent has forwarded to each County Superintendent sets of the questions used by the State Board of Examination at the Marysville Institute, to be used in the county examinations if the County Boards choose to adopt them. They were prepared mainly with reference to use in county examinations. The percentages set by the State Board in the Marysville examination, were as follows: State Diplomas, 90 per cent. and three years' experience in teaching; 1st Grade Certificates, 80 per cent. and two years' experience; 2d Grade, 75 per cent., and one year's experience; 3d Grade, 70 per cent. Twenty-eight applicants were examined, and only three first grade certificates were issued.

Thanks.—The State Superintendent returns his most cordial thanks to the County Superintendents for the generally correct and careful manner in which their annual reports have been made to the Department of Public Instruction. Many of the reports are models of neatness. They will all be bound in a volume to be kept in the office, open to public inspection.

Sierra County Institute.—The Teachers' Institute for Sierra County was held at Downieville on the 16th, 17th, and 18th of October, and was generally attended by the teachers and trustees of that county. The opening and closing addresses were delivered by Mr. Noah Flood, Principal of Downieville Grammar School. The meetings were enlivened by addresses and essays on various educational subjects, from Mr. J. H. Thorpe, Mr. S. M. Preston of Nevada County, Mr. C. T. Tracy, Miss M. Hatch, Rev. C. V. Anthony of Marysville, Mr. A. G. Mershon, Mrs. A. A. Baker, and Miss Julia Driscoll.

State Superintendent Swett was unable to attend, on account of severe illness. Sierra County seems to be thoroughly awake to her educational interests, and under the management of her efficient County Superintendent, I. B. Fish, we predict for her a prosperous future.

Resident Editors' Department.

San Francisco Schools.—We acknowledge the receipt of a copy of the Annual Report of Superintendent Pelton, of the city schools, for the school year ending June 30th, 1866. It is a neat pamphlet of forty-eight pages, and contains valuable and interesting statistical tables. If Mr. Pelton's name did not appear on our covers, as one of the Editors of the Teacher, we should be inclined to say something complimentary; but as it is, we forbear, lest some ill-natured critic should say it was all in the family.

We have already published many of the statistics of the city schools. Mr. Pelton thus speaks of the condition and progress of the schools:

During the year our school facilities have been greatly increased, and our schools have not only been multiplied in number, but improved, if not perfected, in classification and discipline, in efficiency and usefulness. Not only have several thousands of pupils been added to the schools of the Department, but the general character of scholarship and deportment of those attending has been improving throughout the year—the standard of every merit has been raised higher and higher, till we feel that our public schools may safely be compared with those of any State or country, or be judged from any known and attainable standard of excellence.

He makes the following comparative summary of figures and facts:

Number of pupils enrolled in the Public Schools	11,552
Increase during the year	3,552
Per cent. of increase	30
Number returned as attending private schools	4,403
Decrease during the year	1,047
Per cent. of decrease	23
Number returned per census of 1865–6 as applying for admission to the Public Schools	1,142
Number returned per census 1866–7 as applying for admission to the Public Schools (and these have now been admitted)	55
Decrease	1,087

Last year there were two High Schools, this year there are three. Last year there were six Grammar Schools, this year there are seven. Last year there were twenty-two Primary Schools, this year there are thirty-one.

During the present year ninety-one pupils have been added to the High Schools, 1,206 have been added to the Grammar, and 2,021 to the Primary Department; and eighty-three additional teachers have been employed over the average of the previous year.

The per cent. of increase in the number of teachers in the Public Schools during the past year is forty-three. The per cent. of increase in pupils added to the Public School Department is forty-two and three-tenths. Two-thirds of the increase in pupils have occurred in the Primary Schools.

High Prices of School Books.—We have received from a school trustee a communication complaining of the high prices of school books, and attributing the fact to a monopoly induced by the adoption of a State Series of Text Books.

It is true that school books are high; but so are all other books, and the rise in the price of school books has not been greater than that of miscellaneous books.

When greenbacks were at forty and fifty cents, of course the book dealers in this State could afford to sell cheaper than now, when currency is at seventy cents. The adoption by this State of a text book, such as Willson's Readers, does not, in the least, affect the New York publishing price of the Harpers, because the California demand is but an insignificant item in the immense sale of those readers.

We have taken the pains to secure a comparative table of the wholesale prices of the different series of readers, and find that Willson's costs no more relatively than other series of readers.

The competition of dealers in this State is sure to keep prices down to a reasonable profit; but the high prices in New York cannot be remedied, as those prices are owing to the heavy internal revenue duties on paper and material, and to the inflation of the currency.

The adoption of a uniform State series of text books has saved the people of this State many thousands of dollars, and the present high prices are by no means the result of "a monopoly."

Voice of Connecticut.—We extract the following item from the *Connecticut Common School Journal* for October:

First Biennial Report of the Superintendent of Public Instruction of the State of California, for the years 1864 *and* 1865.—This report of Mr Swett presents the condition of the Public Schools of California in a very favorable light. It shows a large increase in the number of schools and the number of children attending them, and also in the means provided for the support of schools. We condense the following from the report: Whole number of white children between four and eighteen years of age, 95,067; whole number enrolled on Public School registers, 50,089; average number belonging to Public Schools, 33,706; average daily attendance, 29,542; percentage of average daily attendance on the average number belonging to the schools, 88; percentage of average daily attendance on the whole number enrolled, 59; average number of months during which schools were maintained, 7.36; percentage of tardy pupils on the average daily attendance, 8.8; number of Primary Schools, 321; number of Intermediate Schools, 43; number of Grammar Schools, 41; number of High Schools, 6; number of ungraded schools, 530; number of new school houses erected, 102; number of school houses which disgrace the State, 149; whole number of School districts, 821; number which have raised a district tax, 108; number of male teachers employed, 603; number of female teachers, 552; average monthly wages of male teachers, $74; of female teachers, $62; both payable in gold.

We believe no other State in the Union pays its teachers such liberal salaries as California. This report of Superintendent Swett is a valuable document, filled with important statistics and suggestions.

Columbia Hill School District—H. Mullen, teacher. Term closed November 2d. Roll of Honor: Minnie A. Grove, age seven; Helen E. Cobb, age fourteen; John C. Shirley, age seven. The above are eminently worthy of the distinction given them.

THE TEACHER'S VISION.—One of our city teachers has favored us with a copy of the following poem, written some years ago, by J. W. Barker, of Niagara Falls. We deem it worthy of enshrinement in these pages :

The sun had left the meadowland,
And left the glowing hill;
'T was sunset on the rippling streams
That turned the quiet mill :
And thro' the dusty window frame
Some mimic shadows fell
Amid the rows of vacant seats
Where youth were wont to dwell.

Far off upon the village green,
Were heard some wild and varied notes;
Like bursting shells on battle field,
Had burst a hundred noisy throats.
The joy and life of childhood's sport
Were kindling many a pleasure there,
While in the study room a form
Sat dreaming in his "easy chair."

Thro' "real life" the weary day
Had passed away on leaden wings,
And fainter grew the tinted ray
Which hope around the spirit flings.
The words of love, the gems of thought
So kindly given, now seemed to be
The tiny drops of summer rain
That fall upon the yearning sea.

He saw the faithful husbandman
Throw wide around the shining grain,
Then wait, with cheerful, trusting heart,
The inspiring sun and genial rain.
Green grew the fields; and day by day,
He saw the income of his toil,
And autumn, with her golden hand,
With wealth and plenty clad the soil.

Not thus the teacher's earnest eyes
On fields of golden fruitage rest,
Not thus the sun and genial rain
His earnest labor seem to bless.

But often wastes and desert lands
Are clouding all his summer hours,
And only in his quiet dreams,
Are blooming, bright, perennial flowers.

Just then a mine of glittering gems,
More precious than the earth e'er knew,
Unmixed with dross, unstained by rust,
Appeared before his wondering view.
It lay beneath a heavy cloud,
Where idle fancies never dwell,
Where careless foot has never trod,
And mortal visions seldom fell.

"Whence are these gems?" the dreamer said,
"And what the sky that gleams o'er head?"
It cannot be that earthly bliss
Can claim such scenery as this.

"Dost thou remember?" said a voice,
In softest whispers, "that dark day,
When vapors tinged the sunset hills,
And shadows o'er the spirit lay?"
These shining gems are those kind words,
Those thoughts of love so fitly spoken,
That hour of patient, earnest toil,
That kindly look, affection's token.

These are the jewels—precious seed,
Thrown out upon the young mind's soil,
And ne'er a germ is ever lost,
Nor unrequited is thy toil.
Be patient; harvest time will come,
Tho' winter seem to linger long :
Be patient; great is thy reward,
And sweet the triumph of thy song.

THE SAN JOAQUIN CO. INSTITUTE was convened in Stockton, October 31st, and continued its sessions through the week. It was well attended, about 90 per cent. of the teachers of the county being present. Lectures were delivered by the President, Melville Cottle, Esq., on Practical Education; and by Messrs. Burke, Woodward, Rev. Mr. Birdsall, and H. P. Carlton, Principal of State Normal School. That on Language, by Rev. Mr. Birdsall, is said to have been a very fine production. That on Physiology, by H. P. Carlton, is characterized by the Independent as "one of extraordinary interest;" an evidence of the growing interest in that branch of our schools. Miss Slater, of the Nor-

mal School, kept the convention in a lively condition and up to concert pitch, by her exercises in Calisthenics. Miss Kendall, a normal pupil, gave an interesting and instructive exercise in Phonetic elements. Miss Carswell, also from the State Normal School, gave an object lesson on Animals, *based upon a cow:* this exercise was an exceedingly amusing and interesting one. It had been well prepared, was given in an animated style, and developed some astonishing information on the part of the young men who did not appear to be much acquainted, as to details, with the animal in question. There are six or seven pupils from the Normal School, in this county, and their action in the convention was prompt, and their influence manifest. San Joaquin County appreciates normal school instruction, and will be well represented at the school next session. Some other counties we could mention had best wake up and look to their laurels. This convention was a success, and the utmost good feeling existed throughout the session. The Independent says, it was one hundred per cent. ahead of the one held a year ago, owing to a very big disgust created last year by some outsider. Mrs. Edgerton read an Essay on the Relation of Science and Religion; and Mrs. Grove, one upon Woman's Influence on Education, said to have been very fine. Dr. F. O. Barstow, County Superintendent of Calaveras, gave a series of evening readings which were well received and applauded. On the last evening he again read and personated Dr. Valentine's Ventriloquist, causing much mirth; and H. P. Carlton recited Poe's Raven to an attentive and appreciating audience. The Institute closed with a re-union, and all went home to duty, refreshed and invigorated with the exercises and social stimulus of the convention.

Marysville Institute.—The Joint County Institute of the counties of Yuba, Sacramento, Butte, and Sutter, was held at Marysville, October 23d to 28th. About eighty teachers were in attendance, and the exercises passed off pleasantly. The teachers of Sacramento county and city, who are not excelled in professional spirit and pride by any corps of teachers in the State, were there in a body, and added greatly to the interest of the occasion. Able addresses were delivered by Rev. Wm. H. Hill, City Superintendent of Sacramento, Dr. F. W. Hatch, County Superintendent of Sacramento, Rev. C. V. Anthony, of Marysville, D. C. Stone, of Marysville, and Dr. E. J. Sehellhouse, of Butte County. A State examination, at which twenty-eight applicants appeared, was conducted by the State Superintendent, and the several county superintendents, assisted by members of the various county boards of examination.

School Statistics.—The whole number of children in this State under fifteen years of age is shown by the last school census to be 136,189. According to the census of 1860, the children under fifteen years of age in the Pacific District comprising California, Oregon, Nevada, Utah, New Mexico, and Washington Territory, constituted twenty-eight per cent. of the whole population.

It is probable that for California alone the children under fifteen constitute thirty per cent. of the entire population, which would give for the present population of California 450,000.

The average number belonging to the public schools in 1865 was 33,706; in 1866, 48,091, showing the large gain of 15,385.

The number of free schools maintained without rate bills has increased from 293 to 453, or a gain of 160. It is safe to assert that more than three-fourths of all the children who attend public schools are included in the "free schools."

The total expenditures for the year are about the same as in 1865; but the school year for 1866 was for ten months only, and of course, the expenditures were only five-sixths as much as a full year of twelve months.

Guyot's Geographical Series.—We have received from A. Roman & Co. the first two books of this long expected series—the Primary Geography and the Common School Geography—both published by Chas. Scribner & Co., N. Y. The Primary Geography is small quarto in size, numbering one hundred and eighteen pages; the Common School, large quarto, one hundred and forty-seven pages. Those teachers who are familiar with "Guyot's Earth and Man," and "Physical Maps," will be prepared to expect a radical departure from antique text books—and they will not be disappointed. These books were prepared under the general direction and supervision of Prof. Guyot, by Mrs. Mary H. Smith, of the Oswego Normal and Training School. In a double degree, therefore, these books are full of natural methods; and consequently, cannot fail to be unpopular among teachers who stick to the good old way of teaching geography. Ten years of teaching from the old-style text books, and five years' observation on the same kind of teaching by others, has thoroughly convinced us of the need of a reformation in teaching geography. Our State series of text books is adopted, and cannot at present be changed; but we ask all teachers to obtain these new books, and study them for the purpose of learning how to teach. They are beautifully illustrated; the maps are executed in the highest style of art; the typographical appearance is neat; the binding is substantial; and the subject-matter is the most valuable and the most interesting that we have ever seen inclosed in the covers of a school geography. We have no time to go into any detailed review of the book, and close by quoting from the preface the words of Prof. Guyot:

"During more than nine years it was my privilege to address thousands of teachers in the normal schools of Massachusetts and New Jersey, and in the Teachers' Institutes, on the subject of geographical teaching, and on the reform so much needed in that important department of instruction. To answer their eager and repeated request, I promised my earnest efforts to furnish them with the appropriate instrumentalities, maps and books, needed for carrying out successfully the plan and the method of teaching geography which I so strenuously recommended to them.

"This pledge I have begun to redeem by offering to them, and to all their fellow-laborers in the noble field of public education, the first and most important instrument in that department of knowledge, a series of physical and political wall-maps, without which the best books would be of little avail. These maps, the aim of which is to picture to the eye, in a bold manner, the grand and characteristic traits of the physical structure of the continents, and their relations to the political divisions of the globe, have been constructed entirely anew from all the geographical materials made public up to the date of their issue.

"The nature of our mind is such, that the acquisition of knowledge is always grad-

ual. That gradual process, whatever be the object of our study, has three main stages. We first take a general outside view of the object, or of the field to be studied; we then fairly go into the study of all its parts; last of all we derive from this thorough analysis the means of rising to the knowledge of the laws and principles which regulate and pervade the whole, and we combine all its elements in a well-connected organization, in which the mutual dependence of all the parts and their co-operation to a final end, are clearly understood. The first stage, especially in the study of the globe, and in all the sciences of observation, may be called the *perceptive* stage; the second, the *analytic*; the third, the *synthetic*. The first is preparatory; the second constitutes the bulk of the study; the third is the scientific and final stage of perfected knowledge.

"It is obvious that in each of the three stages the powers of the mind, which are called into prominent action, are not the same. The simple power of perception, through the senses, predominates in the first; the analytical understanding, in the second; the power of generalization, in the third. This successive predominance being precisely the same which obtains in the successive phases of development of the mind during the period of education in its beginning, middle, and end, the mode of presenting the subject must be considerably modified at each of these steps in accordance with those invariable psychological laws.

"I recognize, therefore, three normal grades, those above mentioned, each requiring a special treatment of the subject, and a separate text book.

"The various geographical topics, also, must be presented in each grade in such an order as will enable the pupil to grasp them intelligently, in their natural connection. Here, the order of natural dependence is the rule to be followed: the forms of contour and relief, without which the drainage of a country cannot be understood, before the study of the river systems; the climate before the distribution of plants and animals which it controls; the geography of nature before the geography of man, ethnographical, political, and statistical, which is regulated by the former. Thus each order of facts becomes a sure stepping stone for the intelligent study of the next.

"To disregard either of these two great principles is to insure certain failure. For then, bare memory, unintelligent, and therefore, not retentive, is the sole dependence of the pupil. That wonderful power, instead of being the useful servant it is intended to be, is the sole master and despot of the pupil's mind: and he is put back into that purely mechanical memorizing which makes his knowledge a burden, and of instruction nothing remains but the most empty and passing show.

"Let me close by expressing the sincere wish that the results of so much arduous labor may be productive of some lasting good for the cause of public education. Without that sustaining hope, these various works never would have been begun, nor can they be without it carried to a successful completion."

State Teachers' Institute.—A State Institute will be held in the City of San Francisco, on the first week in May, 1867.

New Books.—The following new books have been received:

Clarke's New Primary Geography. 52 pp. H. H. Bancroft & Co: San Francisco.

The almost simultaneous advent of so many new and very excellent works in Geography would seem to indicate, quite unmistakably, that educators feel a pressing need of better means of presenting this science. The elementary character of the new book shows that it is not so much new *matter* as new *method* that is wanted. As we read the delightful pages, and linger over the truthful pictures, intensely interesting illustrations and beautifully clear maps, so utterly unlike the books of our younger days, we feel a glow of pleasure at the thought

of the delightful paths through which our children are to tread in pursuit of richer fruit than any that ever rewarded us for crawling through the thorny cow-trails of our old Geography. But the brightness of our hopes is shaded by well defined fears that much of the good of all this outlay of care, knowledge, ingenuity, taste, and skill may be lost through the unskillfulness of young, inexperienced, or indifferent teachers. If now some one would only step forth with a geographical sewing machine, by means of which the clumsiest five-thumbed creature alive shall be enabled to tastefully stitch together the beautiful geographical facts which are so lavishly furnished and almost thrust upon us; if, in strict accordance with the American peculiarity of distributing the skill of the gifted *one* among the unskillful *many*, by means of inventions, some real teacher would only arrange a system of *doing the work*, then, indeed, would our pleasure be unalloyed. And here it is: "Clarke's New Primary Geography" is just the book we want, to invest the most inexperienced teacher with a large share of the necessary skill to teach the substance of what is contained in all geographies. It *compels* the teacher to do the book work *rationally*. There are no gaps for want of system; no points are forgotten; nothing is left to chance. The child does not learn Geography, *in course of time*, and *in spite of the teaching*, but learns it rapidly, thoroughly, and unconsciously, as a mere consequence of going through the book. Dr. Clarke is not a geographer, and his series, of which this is the most elementary, are not treatises. He is a teacher, a skillful one, and this little book is a teacher's instrument—nothing more. No mere scholar is competent to judge of its merits; but a teacher, especially one who has examined classes taught by unskillful persons, will see the points readily, and appreciate this contribution to the Art of Teaching. M.

School Government: A Practical Treatise, presenting a thorough discussion of its Facts, Principles, and their Applications, with critiques upon current theories of Punishment, and schemes of Administration. For the use of Normal Schools, Practical Teachers, and Parents. By Frederick S. Jewell, A.M. New York: A. S. Barnes & Co. pp. 308.

Prof. Jewell, of the New York State Normal School, has canceled, in part, at least, the debt which Lord Bacon asserts every man owes to his profession. The discussion is full, systematic, and complete. Each chapter has an analysis of contents, in addition to the general subject. We commend the volume, believing that its suggestions will prove useful to many a teacher, perplexed and annoyed by thoughtless pupils, and seeking what principle most wisely to apply, in order that the ends of good government may be secured.

The Art of Amusing; Being a collection of graceful Arts, merry Games, odd Tricks, curious Puzzles, and new Charades. Together with suggestions for private Theatricals, Tableaux, and all sorts of Parlor and Family Amusements. A volume intended to amuse everybody, and enable all to amuse everybody else; thus bringing about as near an approximation to the Millennium as can be conveniently attained in the compass of one small volume. By Frank Bellew. New York: Carleton. San Francisco: A. Roman & Co. pp. 302.

The long title-page is as good a notice of this volume as can possibly be written.

OUR WORLD, or First Lessons in Geography, by Mary L. Hall. Publisher, Samuel F. Nichols: Boston.

We have examined this little work with great delight. It is written by a lady, who, as a practical teacher of little children, had grown tired of the old-style method of primary geographies. It is intended for beginners, and is based on the natural and common sense method of imparting instruction.

We most earnestly commend it to the attention of all primary teachers who teach geography, whatever text book they may use in the class, for it is full of charming lessons which may be told to the pupils as a relief from the deadness of routine lessons. We call the especial attention of all normal school graduates to this book, for we know they will appreciate it.

SKETCHES FROM LIFE; or, Illustrations of the Influence of Christianity. In two volumes. New York: American Tract Society. San Francisco: H. H. Bancroft & Co. pp. 542, 486.

The *American Messenger* is a monthly journal which has been published for many years by the American Tract Society of New York, and whose circulation among the evangelical churches is numbered by the hundred thousand. These volumes contain selections from that journal. While possessing little literary merit, they embody a great variety of incidents which may be used with excellent effect by Sunday School teachers, and at the prayer meetings of the evangelical churches. Indeed, we have found here many of the stories to which we have listened in such meetings.

A YANKEE IN CANADA. With Anti-Slavery and Reform Papers. By Henry D Thoreau. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 286.

Here we have what can be seen by a Yankee in a fifteen days' journey through Canada, very pleasantly told. The reform papers are marvelous in their principles. One of them piquantly sets forth the author's experience in a Massachusetts jail, to which he had been consigned for adherence to his principles in respect to paying taxes. We like to read of impracticable philosophers who believe in their own theories; therefore, we like to read these "reform papers." An essay on Carlyle's genius, redeems the appendix from its claims to be considered the work of an insane man.

RED LETTER DAYS IN APPLETHORNE. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 141.

A book sure to be popular among the children. It is made up chiefly from the author's contributions to the sterling magazine "Our Young Folks," published by Ticknor & Fields.

GRIFFITH GAUNT; or, Jealousy. By Charles Reed. With Illustrations. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 214.

THE LIFE AND LIGHT OF MEN. An Essay. By John Young, LL.D. London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 497.

The above works, received too late for examination this month, will receive notice in the next number of the TEACHER.

THE

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CO-EDUCATION OF THE SEXES.

[EDITORIAL.]

We have been asked to write an artiele on the nccessity of the separation of the sexes in our publie sehools; but as our opinions are quite deeided on this point, we shall proceed to give our reasons for their co-education.

We believe that the presence of boys and girls in the same school, far from being injurious to either sex, exerts a mutually benefieial influence. Our belief is based on many years experience in publie school teaching, on an extended observation of sehools, and on the opinion of the most enlightened and progressive edueators.

If we first eonsider the manner in whieh boys and girls are brought together in well regulated publie sehools, it will enable us better to meet objeetions.

The school-houses, in all the cities and larger towns have separate yards and play-grounds, on opposite sides of the building. The boys and girls enter the sehool-room by separate doors. In the school-room they meet at hours of intermission, as well as of study, only under the eye of the teaeher. The only opportunity of meeting when not under the observation of the teacher, is on the way to and from sehool. If the mere sight of a boy is dangerous to innocence, then our girls should be sent off to Convents, where they may grow up in blissful ignorance of the existence of boys. If a

pretty face and an occasional salutation of "good morning" be sufficient to turn the heads of our boys, then protect them by all means from such witchery.

The charge of positive immorality, both in thought and act, is frequently brought against the public schools by their open enemies, and not unfrequently, by grand moral reformers, who profess to be friendly. There are some who have no faith in the purity of youth of either sex. They believe in total depravity to the letter. They look upon all association of boys and girls, or men and women as merely animal instinct of the baser kind. They are the moral scavengers, who delight to rake up out of the gutters of impurity, bits of precious scandal, and then retail them for the purpose of gloating over youthful depravity. They put on the great, green goggles of suspicion, and tinge everything with their own jealousy. They seem to regard every boy in small clothes, as an embryo seducer; and every pure-minded school girl as a victim, waiting only an opportunity. We do not propose to argue with these Pecksniffian morality men, who turn up their eyes in holy horror at the awful depravity of human nature in general, and of the public schools in particular. We do not doubt, that impure minded boys and girls are to be found in schools, as well as impure minded men and women are found in society; but they are exceptions to the general rule.

That the tendency of educating boys and girls together, is to excite improper and impure thoughts, we deny. That the standard of morality and propriety, is lower than in schools where the sexes are separated, we also deny. But there are others, who desire a separation of the sexes, not on the ground of the temptations to immoral acts and practices, but on the plea of the "proprieties." They think it may be all well enough for the boys, but then the association tends to blunt the delicate sensibilities of the girls, and to make them rude, and masculine. Fashionable boarding schools for young ladies allow no boys about the premises; and the graduates of these institutions are supposed to be the very pink of propriety. In answer to this objection, we will consider some of the mutual benefits resulting from educating boys and girls together.

The presence of girls in a school-room, throws a strong restraining, and refining influence over boys. They are more attentive to

personal appearance, and neatness of dress; they are more refined in manner, and careful in speech. They have higher feelings of honor and manliness. They stand in wholesome dread of the public opinion of the girls, which frowns down meanness, and profanity and vulgarity. Boys have quite as high feelings of honor as men. The restraining influence of girls over boys, is the same as that of woman over man.

Remove any community of men from the society of women, and what is the result? Does it make them more refined in manner, or purer in thought? In the early days of California, throughout the mines, there were no women; what was the social condition of the thousands of rough men, let loose from the restraints of society? We leave it for those, who like us, have lived in such one-sided society to answer.

The presence of an innocent girl, is the angel which drives from the mind of the boy, any impure thought, and seals his lips against any coarse word. The most debased boy dare not be guilty of an indecent action, or vulgar word in the presence of high-minded girls, just as the basest man shrinks abashed from the presence of a virtuous woman, or hides his depravity under the mask of honor, and politeness.

We believe that girls educated with boys, will grow up into womanhood, with stronger, purer, nobler, better developed characters, than if trained in seclusion. They will be better capable of acting, and thinking for themselves. We think that nowhere can they form better ideas of true manhood, than in the public schools, where ambitious and manly boys are their associates; where mind is made the standard of position, and where true merit commands respect and admiration.

Girls are stimulated to greater mental efforts by the presence of able, and ambitious boys. The surest way to produce romantically diseased imaginations, and to sully the purity of the female character, is to shut out girls from the society of boys, and exclude young ladies from the society of young men. It is a fact which young ladies themselves admit, that in schools for young ladies, exclusively, there is more talk about the other sex, than in institutions where both sexes are educated together. The young miss, with the most romantic notions about love and marriage, who would

soonest elope with a fine coat, and a handsome face, is not the one who has been educated with boys and young men; the sentimental young miss, brought up in some secluded seminary, where men are the myths of fashionable novels, is far more likely to be the simple victim. We believe in making the school room pleasant, in throwing around it every possible charm.

We think that education consists in the development of character more than in the study of text-books. We believe in throwing around boys every refining, restraining, and humanizing influence; in educating them to regard the female character as something pure and holy; in training them to reverence womanhood. We believe in teaching girls to respect manliness and manhood. How can this be done better than in a well regulated school, where the boys and girls mutually educate each other?

We are tired of hearing the cant of this squeamish morality which is thrown into hysterics by the slightest allusion to the sexes. There is a true delicacy of natural feeling, and there is a sham which conceals impurity by imposed silence.

Our public schools are designed to educate boys and girls to become men and women. And hence we would educate the sexes together.

The co-education of the sexes is a characteristic feature of our American Common School system, in contradistinction to the European system of national schools. Everywhere in the United States, except in a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where boys and girls are carefully educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected there than with us?

The European custom of educating boys and girls in separate schools has been handed down from the middle ages, when education was controlled by the Catholic Church; and the Church enforced celibacy among the clergy, and carried the same principle into education to the extent of separating the sexes in school.

We are no believers either in celibacy of the clergy or the separate education of the sexes. We were born and bred in that benighted corner of the Union, where common schools were first

established, where they have sinee been nurtured and sustained, and where men and women are taught to think for themselves. Our pleasantest memories of school days are assoeiated with the bright-eyed little girls who eame to sehool in summer mornings, bringing May flowers, and lilaes, and peonies, and pinks in their hands. We loved some of those pretty girls with all the fullness of boyish feeling. We have never forgotten them, and never expeet to forget them. God made them beautiful, like spring violets, and gave us hearts to love them. Nobody ever told us it was a sin to love them; nobody ever informed us it was dangerous to play with them, to ramble with them round the pastures after flowers and strawberries. No impure thought ever sullied our affeetion for them, for no moral reformers had ever poisoned our minds with the notion that boys and girls are innately vicious. Barefoot farmer boys were all of us, with tanned faees and hands used to toil; and farmers' girls, red-eheeked, barefoot too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teaehers. They made the old sehoolhouse pleasant with the sunlight of their faees, and merry with their ringing laughter. They softened our rough natures. We ehose the girls we liked the best at spelling matehes, and never were the worse for it. We hauled the girls on sleds in the winter time, and slid on the iee together, and none of us ever thought of evil. Some of us boys even fell in love, and had dim notions in sentimental moments, that away in the future we should marry some of those favourite girls; but the faneies never were realized, and they never did us any harm.

Sehoolmaster and sehoolmistress are forgotten; the old sehool-house is in ruins. Two of the boys who sat with us in sehool, after life's fitful fever, rest in peaee in this land, where they found graves instead of gold. We turn with vain longings to the home scenes, whieh we never expect to revisit. The girls are all married; our hair is turning grey; but we look baek upon the past, and feel devoutly thankful that our fathers, and mothers, and teaehers had eommon sense enough to believe in letting boys and girls go to sehool together.

In this State, out of the 40,000 children who attend the public schools, only about 2,500 are educated in separate sehools for boys

and girls. In this city there are two high schools for boys, and one for girls. There are two grammar schools for girls exclusively, and one for boys. All the other schools are attended by both sexes. In Marysville and Los Angeles the boys and girls are separated only in the grammar departments. In all the other schools in the State the sexes are educated together.

It may be advisable in large cities to have some schools in which the sexes are separated, to accommodate the children of parents whose prejudices against sending their girls to school with boys are too strong to be overcome by reason; but we trust the day is far distant when the American Common Schools of our State will imitate the European system, and educate boys and girls separately.

ON TEACHING SPELLING.

[EDITORIAL.

The orthography of the English language is difficult to be learned, and it is not strange that many pupils leave the common schools unable to spell with accuracy. Yet spelling is studiously pursued during the whole course of study, and in most schools, more time is devoted to it than to most other studies. There is an evident defect in the methods of teaching it, which are pursued in many schools. In the ungraded schools, in which teachers are pressed for time, on account of the numerous classes, the lessons in spelling are mostly oral, and are studied from the columns of the school spelling books. Written and oral spelling ought to be combined. The children in primary classes should first be required to print every lesson on the blackboard, or on their slates; and after they have learned to write legibly, to copy their lessons in script. Even in the more advanced classes, the teacher should require the copying of lessons on slate, paper or blackboard, as an indispensable part of its preparation, even for an oral lesson. The eye must be trained to recognize the written form of words. Copying a lesson is one of the best methods of studying it. Then the lessons may be recited orally, or by requiring the pupils to write the words from dictation.

It is an excellent plan to require classes occasionally to copy on paper or slate, a page of print from the Reader or Grammar, the exercise to be corrected by an interchange of slates or papers. The papers of the careless pupils will be found full of blunders, notwithstanding they have had the printed page right before their eyes.

The teacher should conduct general exercises once or twice a week, by requiring pupils to make out lists of words in common use, such as the names of the various kinds of flowers, trees, metals, minerals; the names of articles of furniture, implements of agriculture, articles of merchandise, and so on through the whole list of object lessons. Pupils should be required to re-write their own compositions until every word is spelled correctly.

Written spelling takes time, but teachers, who on that account, require only oral lessons, make a very serious mistake. As in most of the schools in the State, more than nine-tenths of the spelling lessons are exclusively oral, we make the following suggestions to young teachers, on the manner of conducting such recitations.

Assign short lessons. Require each pupil to spell every word. Nothing is gained by running over the pages of the speller, leaving ten or twenty per cent. of the words "missed." Permit but one trial on a word. Pupils must not be allowed to guess at the spelling of a word. If they know how to spell it, they can spell it the first time. No assistance whatever should be given to pupils by pronouncing syllables, or by mis-pronouncing words to indicate the spelling. The pupils should be required to pronounce distinctly, each word, after it is dictated by the teacher. Require pupils themselves to detect the errors of the class. The habit of saying "next," only when a word is missed, is a bad one. Dictate the next word, without indicating whether the spelling of the last was right or wrong. All who permit a mis-spelled word to pass them should be marked as failing.

Pronounce words correctly. Any teacher who knows how to use a dictionary, is without an excuse for faulty pronunciation, and yet not unfrequently we have heard teachers mispronounce five words out of twenty-five, in dictating a lesson, either by placing the accent on the wrong syllable, or by giving some vowel a wrong sound. Never repeat a syllable by itself, to aid the pupil. Pronounce every word distinctly, in a natural tone of voice. The

thundering volume of the old-fashioned "spelling tone," adds nothing to the effect of a lesson in orthography.

At times it may be advisable to require the pronunciation of each syllable of the word. As a matter of convenience, advanced pupils may be allowed to spell without re-pronouncing the syllables of long words. On this point N. A. Calkins, Assistant Superintendent of the New York City schools, makes the following suggestions, with which I fully concur:

"The plan of requiring pupils to pronounce each syl-la-ble sep-a-rate-ly while spelling, is one of those customs which have been established by long usage and which continues to be followed more from the force of habit than because there are any good reasons for it. I am unable either from personal experience, or from long observation upon the results of others in teaching spelling, to perceive any benefit arising from taking each word to pieces and treating the several syllables as if they were so many separate words, and then linking them together by repeatedly pronouncing the previous syllables as each successive one is spelled and annexed, thus: p-e-r per, p-l-e-x, plex, perplex, i, i, perplexi, t-y ty, perplexity. Rather than an aid to the pupils either in learning the spelling or the pronunciation of the word, I deem this repeated pronouncing of syllables a needless *perplexity* and hinderance to their progress in attaining the end for which spelling should be taught, viz: *to enable them to write words correctly.*

Every requirement of the teacher that diverts the attention of the pupils from the order and arrangement of the letters that form the word, and from its pronunciation as a whole is a hindrance rather than an aid to their progress in learning to spell. I do not believe that the repeated pronunciation of the separate syllables materially aids in pronouncing the word as a whole. Let the teacher pronounce the word distinctly and correctly, then require the child to pronounce it in the same manner, then to spell it by naming the letters of the given word in their order, making a pause between each syllable, and ending with again pronouncing the word correctly, thus: Com-mand-ment, c-o-m m-a-n-d m-e-n-t, commandment. Care should be taken always to require the pupils to make a pause between each syllable, while spelling, as a knowledge of the division of syllables is necessary in writing. By the above

plan much time will be saved, and I am satisfied that more rapid progress can be made in teaching spelling, than by the common syllable-pronouncing-method."

Assign a review lesson weekly, selecting the more difficult words. At the end of each month, review the lessons of the past four weeks.

In using Willson's spellers, read the author's instructions, and require the pupils to use each word in constructing a sentence.

MY GRANDMOTHER'S KITCHEN.

Thanksgiving Day has come and gone with all its hallowed associations; Christmas is coming, and the old year is drawing to its close.

To many of us who have made our adopted homes on this Pacific coast, the annual return of the holidays is tinged with shades of sadness. Father and mother, brother and sister, no longer meet us in family gatherings. Grandfather and grandmother are sleeping in the old village churchyard, or are known to us only through the feeble medium of occasional letters.

It is well for us all, whether sad or gay, successful or unsuccessful, alone or with friends, to call to mind our early homes on the other side of the continent, and to think of the dear ones who met us around the family fireside.

We have been living in the past to-night, reading old letters from dear ones, some of whom are dead, and some of whom we never expect to meet again, until our eyes are dim with tears.

In an old scrap-book we find a little sketch written ten years ago, when we fondly hoped our feet would turn back to make our home with a mother whose heart has grown weary in waiting for her only boy. With the hope that it may awaken pleasant reminiscences in the minds of many New England sons and daughters, whose hearts still turn fondly back to the rough old Pilgrim land, we give it a place in the pages of the Teacher.

It is many years since I last trod the nicely scoured floor of my aged grandmother's kitchen, and strangers now gather around its sa-

cred hearthstone ; yet I well remember the old fashioned room, and, though far away from the old homestead, pleasant memories come floating through the mist of years. The old farm house in which my grandfather lived was one of those magnificent two-storied shingle palaces found scattered all over New England, erected when timber was abundant and sturdy settlers seemed disposed to use as much of it as possible.

Its unpainted walls were black and weather beaten ; warped clapboards, which had loosened their rusty nails when the winds howled round the house, clattered mournfully against one another ; the roof was overgrown with green moss, which drew a precarious subsistence from the decaying shingles ; huge chamber windows were filled with boards instead of glass, and the whole air of the old building was that of some giant-framed old settler, with a face bronzed and hardened by exposure, and a muscular form clad in a plain, homespun suit of tow and linen. Though the storms of half a century had rocked the frame work of the old house, its timbers were staunch and sound, and, like an old aristocrat, it looked down in contempt on the thin, white walls of the jaunty little modern cottages, springing up like mushrooms in the neighboring village.

But when its large rooms, in long evenings, were warmed by blazing fires in huge fire-places, the interior of the old farm house brightened up, put on a cheerful smile, and stood the representative of New England character—cold, rough, and uninviting to the eye of strangers, but concealing a central fire of deep feeling and true sympathy.

The kitchen extended two-thirds the length of the house, and, being of proportionate width and height, in addition to ordinary uses, served as a grand hall for dances, apple-bees, quiltings, and huskings.

The fire-place which could conveniently swallow half a cord of wood at a mouthful, had a monster oven on one side, and on the other a small seat, where, if the fire was not too hot, one could sit and study the stars twinkling over the top of the chimney. The brick work just over the fire-place, upon which my grandmother used to sharpen old case knives, with a skill absolutely marvelous, was worn quite smooth ; and higher up, close to the plastering, were four curious little recesses sunk into the solid masonry, into

which I could just peer by standing on tiptoe in one of the high kitchen chairs. They gave rise to much speculation in my youthful mind, and it was quite an epoch in my childish existence when my curiosity was fully satisfied by ascertaining their use and contents. My grandfather's cider mug, pipe, tobacco, and iron tobacco box were deposited in one; in another, my grandmother's silver-bowed spectacles in a red morocco case, her tin snuff box with a very curious lid, a plethoric little three-cornered pin cushion, filled with pins and darning needles, a tin case of knitting needles, and sometimes her knitting work and a big ball of stocking yarn; the third was ornamented with four copies of "Dudley Leavitt's Almanacs"—blackened by smoke, worn by much turning, and tied together at the corners by a "wax end"—an old pocket Bible in fine print, a Methodist Hymn Book, and a well-thumbed volume of "Pilgrim's Progress," with a startling frontispiece of Apollyon and Christian engaged in terrible conflict; and the last was usually found to contain a bunch of matches, some iron candlesticks, and four smoothed-faced flat-irons.

Upon the hearth-stone of native, undressed granite—worn smooth by long use—stood a sturdy pair of wrought andirons, grim and black, looking sullenly at the sooty back of the fire-place. Above these swung a huge crane, hung all over with crooked hooks of various sizes, from the largest of which was suspended a monster tea-kettle of cast iron, which when tortured and roasted by a blazing fire, always manifested its agony by mournfully singing or getting into a blustering passion and blowing off its heavy cover. Yet, in spite of its asthmatic habits, the old black kettle always did its duty, and supplied my grandmother's little pet earthen tea-pot with a liberal daily allowance of hot water from its iron snout.

At one end of the kitchen was a long row of "dressers," with the lower shelves filled with milk pans of heavy earthenware or bright tin, while on the upper were regularly ranged rows of pewter plates. Two heavy platters, broad as the disc of the sun or the shield of Achilles, were flanked on either side by a host of little round pewter satellites, which, when scoured up by my grandmother's busy hands, shone like massive silver, and seemed a system of brilliant little full moons. My grandmother regards these with peculiar affection, for they were the pride of her wedding dowry.

On the uppermost shelf was conspicuously arranged her China tea set with its diminutive plates, flat saucers, and Lilliputian cups, on which were imprinted funny little Utopian landscapes.

When the old fire-place was filled with a bountiful supply of dry rock-maple and huge pitch pine knots, as an extra stimulus, and the flame went roaring up the great throat of the chimney like a volcanic fire, a hundred little mimic fires danced about the dressers and blazed from the resplendent faces of the king and queen of platters.

Close by the dresser in a corner of the kitchen, stood the old-fashioned eight-day clock, holding up its aristocratic head, and looking down with sovereign contempt, whenever the parlor door was opened, on a little insignificant Yankee wooden time-piece, which modern innovation had placed on the parlor mantel. How I loved to peep into that old clock, to watch the swinging of its great brass pendulum, or, standing in a chair, to peer into the mysterious little window in its head, where could be dimly seen a confused mass of wheels and pivots. This old clock was one of the family. It had ticked away the happiest years of my worthy grandparents. Its *calculating* face had seen my grandmother change from a beautiful bride to a wrinkled and kind hearted old lady; it had seen my grandfather transferred from a sturdy young farmer, exulting in his strength, to an old man in the "lean and slippered pantaloon;" it had watched over a large family of sons and daughters, and trained up to habits of industry, frugality, and economy, and had seen them, one by one, go forth into the world; it had seen many a "paring bee," and ticked away the small hours of many a husking feast; it ticked away the dying moments of both my grandparents, and, for aught that I know, is fagging on as when I last saw it, unconcerned and unmoved as if nothing had ever happened to the family circle, that once loved and cherished it. Close by the clock always stood a great rocking chair with a high, perpendicular back, one wooden arm curiously turned, a leathern string in place of the other, and a great leathern cushion, which had once been used as a "pillion" in days when my grandmother and father used to ride together to church on Sunday.

Near the rocking chair stood a little round light-stand, covered with a white linen cloth, on which lay the "old family Bible,"

whose time colored leaves I so often turned to look at the "Family Record," read chapters full of old fashioned s's, so much like f's, that I could detect no difference, and hunt for pictures of Moses, the Creation and Deluge. Over the entry door hung an old "Queen's Arm," laid up in ordinary, except on the Fourth of July. I regarded that old musket with peculiar veneration; for it had seen some service in its day, and was carried on my grandfather's shoulder in some hard fought battles of the Revolution. Its stock was heavy and clumsy, like those clubbed with effect on old Bunker Hill, and the rust-eaten barrel had a muzzle like a six-pounder. But it was a staunch old "Revolutioner," and I looked up to it with pride, and felt my young heart beat as my grandfather would tell me of his battles and sufferings in the "Times that tried men's souls." It was a dear old relic which taught me the first lessons of patriotism; but the "old arm" eventually fell into the hands of Vandals, and I know not where it is. At the window which opened on the garden, stood the tea table, on which my grandmother used to spread a cloth, white as the driven snow, and place her blue tea set with curious little cups and saucers, on which was painted —if memory serves me right—a rural scene of a Chinese bridge and cottage, a Yankee girl seated on a three legged stool milking a horned cow, and a background of palm trees, lions, and flocks of sheep. But such delicious sage tea as my grandmother poured out into those queer cups! I remember the flavor to this day. And the delectable little cup custards—I shall never forget them.

My dear old grandmother, she little thought while sweetening those cups of tea, she was sweetening the whole life of her little pet, to whose lips the bitter chalice was destined to be often pressed. And, now, far away from the old kitchen, far distant from the friends of New England, the family circle broken—ah! *nevermore* to meet on earth, those early memories come back to me like ministering angels.

CHECKS AND CREDITS.

In our High Schools, and in most of the classes in our Grammar Schools, the rank of each pupil is kept by means of checks and credit, or marks for conduct and recitations; and in estimating rank, it is usual to combine the marks for scholarship with the marks for deportment. There are several objections to the system as at present managed.

1. To mark for each recitation is a great tax on the time and attention of the teacher, and diminishes, to a considerable extent, his direct teaching power. So far as the teacher becomes a mere hearer of recitations, so far this objection ceases to hold good.

2. The difficulty of discriminating with sufficient accuracy to do justice to the pupils.

3. The tendency of the system to make scholars superficial, as the reward of rank is bestowed for passing the recitation, and not for what is treasured up and retained.

4. It is a perpetual temptation to practice deception, and it is probable that a very large proportion of pupils yield to the temptation sooner or later.

5. Conduct and scholarship are things wholly unlike, and to add together the marks indicating these two distinct classes of merit to determine the sum total of the merit of a pupil, is a proceeding as irrational as that of adding the numbers representing the weight and height of a pupil to ascertain the cubical measure of his corporeal figure.

If marks for scholarship were kept distinct from marks for deportment, we should not have so many cases where pupils, who have ranked very high in Grammar Schools, make a surprising descent when put to the examination for the High Schools. I have no serious objection to the ranking of pupils in a school according to their conduct alone, if their merits and demerits are estimated with justice; nor do I object to ranking classes according to their scholarship alone; but it seems to me impossible to combine these two totally dissimilar elements so as to do justice. In support of this position, I am able to cite no less an authority than that of the University of Cambridge, in England. In speaking of the discipline at

that famous seat of learning, Mr. William Everett says, it is "the grand principle that discipline has nothing to do with college rank." In illustration of this principle he cites a case "where a young man was so notoriously irregular in his attendance at chapel that the whole body of his college were determined to send him away for a term; but, as he was expected to take very high rank in an approaching examination, they allowed him, in consideration of that, to remain till the examination was over, and then forced him to 'go down' at once."

Some teachers, fully appreciating these evils of the marking system, have adopted a substitute which has many considerations to recommend it. This substitute consists in determining the rank of pupils by a series of *examinations* at regular and not very distant intervals. This plan may have its objectionable features, though none have occurred to me. But it seems so much better than the present incongruous system that I hope it may be fairly tried. If you examine a class thoroughly once a month, ranking the members according to the result, and then bestow the honors at the end of the year according to the results of the final examination, or according to the combined results of all the trials, it is evident that the medals would be more likely to go to the best scholars than they are on the present system.

It has been said that we cannot abolish the Franklin medal, because we have no legal right to abandon the trust implied in the acceptance of Franklin's bequest for the purpose of instituting the medal. But we are every year violating both the letter and spirit of that trust by bestowing the medals for deportment and as a means of discipline, taken in connection with merit in scholarship, when the terms of the bequest expressly provide that the medals shall be "given as honorary rewards," "for the encouragement of *scholarship*," and nothing else. It may be well to bestow honorary rewards for good conduct, but they ought to be kept distinct from those awarded for proficiency in learning.—*Boston Report of Philbrick*, 1866.

THE MINER.

The eastern sky is blushing red,
  The distant hill-tops glowing,
The river o'er its rocky bed
  In idle frolics flowing;
'Tis time the pick-ax and the spade
  Against the rocks were ringing,
And with ourselves, the mountain stream
  A song of labor singing.

The mountain air is fresh and cold,
  Unclouded skies bend o'er us;
Banks, rich in hidden dust of gold,
  Lie temptingly before us.
We need no Midas' magic wand,
  Nor wizard-rod divining;
The pick-axe, spade, and brawny hand
  Are sorcerers in mining.

When labor closes with the day,
  To simple fare returning,
We while the evening hours away
  Around our camp-fires burning;
Stretched round the fading, flickering light,
  We watch the stars above us,
Then bid the world and care good night,
  And dream of those who love us.

Topics for occasional Discussion before Pupils.—Obligations to the Creator. Duties to parents, to teachers. Diligence. Self-conceit. Punctuality. Neatness in appearance and habits. The Golden Rule. Gentleness. True courage is daring to do right. Honesty in word and deed. School Duties. Bad Habits. Courtesy. Patience. Forbearance. On use of profane or improper language. Fidelity to every trust. Avoid bad company. Labor conquers all things. Better suffer wrong than do wrong. Falsehood. Deception. Covetousness. Energy. Thoroughness. System. Food. Sleep. Cleanliness. Force of Example. Lawful and unlawful amusements. Value of a good name. A tree is judged by its fruit. Learning its own reward. Errors of learned men. How to do good and be useful. As we sow, so shall we reap. Speak the truth; act the truth; think the truth.

Department of Public Instruction.

State Certificates.—The following certificates have been issued by the State Board of Examination:

State Diplomas.

Mrs. C. L. Atwood, San Francisco High School Certificate.
Miss Mary E. Clark, New York State N. S. Diploma.
Mr. M. L. Templeton, Sacramento County Examinations.

First Grade Certificates.

Miss L. W. Derby, Bridgewater S. N. S. Diploma.
Mr. J. G. Johnson, Sacramento County Examinations.
Mr. Horace Miller, Nevada County Examinations.

State Teachers' Institute.—A State Institute will be held in the City of San Francisco the first week in May, 1867. It will be held during the session of the city schools to afford the teachers from other parts of the State an opportunity to see the practical working of the school system in San Francisco. The exercises will consist mainly of debates and discussions on important school topics. Appearances indicate that the Institute will be the largest ever held in the State.

State Diplomas of 1863.—At the State examination held in May, 1863, in the city of San Francisco, at the session of the State Institute nine State diplomas were issued and nearly one hundred teachers were examined. We make the following record of the whereabouts of the nine teachers who received the diplomas. Thomas C. Barker went east during the war, entered the army, and is now in the State of Massachusetts engaged in business. Stephen G. Nye left the profession of teaching for that of law, was elected District Attorney of Alameda County, and is now practicing law and editing the *San Leandro Gazette*. Bernhard Marks is Principal of a Grammar School in San Francisco. C. C. Cummings is County Superintendent of Mendocino County, and Principal of a school at Ukiah City. T. W. J. Holbrook is Sub-master of the Lincoln Grammar School. J. W. Josselyn is in the County Treasurer's office, Alameda County. Thomas Ewing is dead. Wm. K. Rowell is a teacher in the San Francisco Latin High School. Edward P. Bachelor is a lawyer in this city. They have all proved themselves worthy of the State diplomas which they then received.

TABULAR STATEMENT, BY COUNTIES, SHOWING THE RECEIPTS AND EXPENDITURES FOR SCHOOL PURPOSES FOR THE SCHOOL YEAR, OF TEN MONTHS, FROM SEPTEMBER 1ST, 1865, TO JUNE 30TH, 1866.

COUNTIES.	TOTAL RECEIPTS.	TOTAL EXPENDITURES.	Balance on Hand at close of School Year, June 30th, 1866.
Alameda	$31,645 31	$27,200 92	$4,318 20
Alpine	1,712 40	1,449 26	263 14
Amador	11,752 54	9,816 49	2,936 05
Butte	15,616 20	15,256 73	359 47
Calaveras	16,408 57	17,047 05	.....
Colusa	4,117 80	3,852 66	265 14
Contra Costa	13,557 05	9,765 34	3,791 71
Del Norte	1,473 53	1,330 32	143 21
El Dorado	25,043 08	23,344 95	1,698 13
Fresno	1,928 53	1,934 53	.....
Humboldt	7,279 88	6,100 39	1,179 49
Klamath	620 32	601 00	19 01
Lake	2,406 72	2,381 85	24 87
Lassen	4,156 03	3,932 01	224 02
Los Angeles	16,957 72	12,815 23	4,142 49
Marin	6,931 03	4,046 11	2,884 92
Mariposa	5,400 43	4,622 86	777 57
Mendocino	9,065 43	8,922 53	143 11
Merced	2,367 17	1,859 00	503 17
Monterey	6,260 14	5,670 32	589 82
Napa	13,947 74	22,795 97	1,151 77
Nevada	31,086 35	25,960 61	5,125 74
Placer	16,039 66	14,909 63	1,130 03
Plumas	4,438 70	4,107 78	330 92
Sacramento	53,734 44	48.642 97	5,091 47
San Bernardino	3,968 17	3,517 48	450 69
San Diego	1,776 31	889 18	887 13
San Francisco	353,270 53	361,668 84	8,398 31 Dr.
San Joaquin	31,393 65	28,903 39	2,490 26
San Luis Obispo	4,292 33	3,377 88	914 45
San Mateo	8,668 00	4,655 05	4,012 95
Santa Barbara	5,588 21	3,289 46	2,298 75
Santa Clara	42,070 64	34,893 71	7,192 62
Santa Cruz	13,551 51	12,234 99	1,316 52
Shasta	4,782 75	3,941 25	841 50
Sierra	8,532 77	6,253 44	2,279 32
Siskiyou	10,632 47	10,063 26	569 21
Solano	19,564 18	17,720 31	1,843 87
Sonoma	37,479 95	32,385 41	5,094 54
Stanislaus	4,176 69	4,604 67	.....
Sutter	6,698 50	6,007 08	691 42
Tehama	7,101 61	6,598 89	502 72
Trinity	3,366 86	3,437 77	.....
Tulare	5,371 41	5,435 96	64 55
Tuolumne	10,556 75	10,327 15	360 60
Yolo	12,417 42	11,373 94	1,043 48
Yuba	19,754 31	16,983 42	2,770 89
Total	$918,851 59	$859,229 19	$59,621 39

ESTIMATED POPULATION, BY COUNTIES, OF THE STATE OF CALIFORNIA, ON THE BASIS THAT THE SCHOOL CHILDREN UNDER FIFTEEN YEARS OF AGE CONSTITUTE THIRTY PER CENT. OF THE POPULATION.

COUNTIES.	Total Number Census Children under Fifteen Years of Age.	ESTIMATED POPULATION.
Alameda	4,631	15,430
Alpine	231	.....
Amador	2,816	9,380
Butte	2,806	9,350
Calaveras	3,600	12,000
Colusa	956	3,180
Contra Costa	2,682	8,960
Del Norte	299	.....
El Dorado	3,892	12,970
Fresno	486	1,680
Humboldt	1,601	5,330
Inyo	28	.....
Kern	.....	.....
Klamath	197	.....
Lake	995	3,350
Lassen	426	1,420
Los Angeles	3,882	12,940
Marin	1,347	4,490
Mariposa	1,253	4,170
Mendocino	2,301	7,670
Merced	596	1,980
Monterey	2,123	7,000
Napa	2,175	7,250
Nevada	4,970	16,560
Placer	3,123	10,410
Plumas	982	3,670
Sacramento	6,914	23,000
San Bernardino	1,679	5,260
San Diego	454	1,500
San Francisco	30,694	102,313
San Joaquin	5,143	17,140
San Luis Obispo	856	2,850
San Mateo	1,544	5,148
Santa Barbara	1,641	5,470
Santa Cruz	2,780	9,260
Santa Clara	6,509	21,696
Shasta	1,276	4,250
Sierra	1,555	5,180
Siskiyou	1,727	5,756
Solano	4,755	15,850
Sonoma	7,585	25,280
Stanislaus	940	3,460
Sutter	1,739	5,796
Tehama	1,016	3,386
Trinity	728	2,426
Tulare	1,368	4,890
Tuolumne	2,951	9,836
Yolo	2,125	7,080
Yuba	3,126	10,420
Total	136,903	* 456,340

* Fractions included.

ESTIMATED POPULATION OF THE CITIES AND TOWNS OF CALIFORNIA.

The Census of 1860 shows that the number of children under fifteen years of age in the Pacific States and Territories constituted twenty-eight per cent. of the whole population. As the number of children has increased, during the last five years, faster than the adult population, it is safe to estimate that they now constitute thirty per cent. of the population. In the New England States and New York, the children of this age constituted, in 1860, thirty-four per cent. of the population. Taking thirty per cent. as an estimate for this State, the population of the cities and towns will stand as follows:

	Total Number of Children under Fifteen Years of Age—1866.	Estimated Population, 1866.
San Francisco	30,694	102,313
Sacramento	3,481	11,600
San Jose	1,666	5,553
Los Angeles	1,639	5,463
Stockton	1,376	4,580
Grass Valley	1,290	4,300
Oakland	1,284	4,280
Marysville	1,281	4,270
Petaluma	1,147	3,820
Santa Barbara	1,083	3,610
Nevada	999	3,330
Vallejo	857	2,850
Placerville	704	2,340
Sonora	704	2,340
Columbia	643	2,140
Santa Clara	602	2,010
Santa Cruz	588	1,960
Watsonville	566	1,886
Copperopolis	561	1,870
Benicia	503	1,676
Healdsburg	503	1,676
San Bernardino	502	1,676
Napa	499	1,663
Yreka	412	1,373
Red Bluff	405	1,350
Santa Rosa	397	1,323
Visalia	353	1,176
Oroville	335	1,116
Chico	319	1,063
Jackson	281	936
Downieville	280	933

Resident Editors' Department.

A Visit to the Industrial School. — We recently passed a very pleasant half-day at this institution. On account of its distance from the city, it is visited by few except members of the Board of Trustees, and few teachers or citizens seem to be aware of the great importance which it is assuming. The school-room is large, well furnished with desks of the most approved pattern, and quite as pleasant and convenient as the best rooms of the city public schools. The boys' department numbers 161 pupils, of various grades, sizes, and ages, from the primary boy of 6 to the young lad of 18, well advanced in his studies. The advanced, or grammar department, numbers about 60 pupils, and is under the instruction of Mr. John A. Moore, formerly a pupil of the California State Normal School. The intermediate and primary grades are taught by Mr. Thomas G. Tracy, son of the late Judge Tracy. Mr. Tracy was formerly a pupil of the Rincon Grammar School, afterwards of the City High School, then a cadet at West Point two years. From West Point he entered the army as a private, served under Banks in the Red River expedition, and was promoted for good conduct to the rank of first lieutenant in the New York Zouaves. He served under Sheridan in the Valley of the Shenandoah, and was wounded in the battle of Cedar Creek. On the disastrous retreat of the morning, he was struck by a ball in the leg, and the whole line of yelling and pursuing rebels passed over him as he lay senseless on the ground. An hour afterwards, coming to his senses, he was hobbling off to the cover of some trees, when a rebel cavalryman, mounted, pursued him, and cut off his knapsack with a sabre-stroke meant for his head. The rebel received in return a pistol shot which tumbled him from his saddle, and Tracy, mounting the dead rebel's horse, flanked the rebel line in the rear, and rejoined the Union troops, just forming into line under Sheridan, for the glorious victory which followed.

Both departments of the school appeared as orderly, attentive, and studious as the boys of the best city public schools. A piano is much needed by the school, and Gen. H. A. Cobb has volunteered to secure one by subscriptions from liberally disposed citizens. The girls' department numbers 25 scholars, taught by Miss Hutchinson; but we did not have time to visit it. The whole number of inmates in the institution is now over 200, and in consequence of the great increase, the appropriation from the city, of $2,000 per month, is less than the current monthly expenses, in spite of the rigid economy to which everything is reduced. The appropriation ought to have been $3,000 a month. The annual appropriation for the State Reform School is $10,000, and the average number of boys in that School is only about thirty. Col. Wood is

the Superintendent of the Industrial School, and the institution, in all of its departments, seems to be well managed. We recommend the public school teachers to pay it a visit.

Whose Mistake.—The San Francisco *Times* of December 6th, contained the following item:

"In the same issue of the Teacher are some calculations in regard to the entire population of California, upon the basis that the children under fifteen, constitute thirty per cent. which gives a total of 450,000. But of the whole number of these children, which is 55,954, San Francisco has 30,694, or about six-elevenths, which would make the present population nearly 250,000. Undoubtedly children under fifteen are in a much larger proportion here than in other parts of the State; but nevertheless this discrepancy would seem to establish a mistake in the Teacher's computation."

The *Times* made a mistake in its calculations. The whole number of children in the State under fifteen years of age, as stated by the Teacher, is 136,189, and not 55,954, as assumed in the above item. The population of the towns and cities as given in the statistical table, does not embrace the whole number of children in the State; the rural districts come in for a large share. So on the estimated basis of 30 per cent., which we are confident is a near approximation, the population of California must be set down as 453,963, and the population of San Francisco, at 102,348. A few of the mining towns are doubtless exceptions to the general rule. For instance, Grass Valley has a much smaller proportion of children to adults, than most other towns in the State, on account of the employment of workmen without families, in the quartz mines. The estimated population of this town, as given in the table, elsewhere in the Teacher, is less than the real number, by one or two thousand.

State Normal School Exhibition.—The Normal School closed on the eleventh of December with a very pleasant elocutionary, literary, and calisthenic entertainment, in Lincoln Hall. The readings by the young ladies were excellent, and gave evidence of careful training by their teachers. The singing was good; and the calisthenic exercises were altogether the best we have ever seen. Where all did so well, we do not wish to particularize; though we could mention a few of the readings that were unusually good. We commend the good taste of the pupils and teachers in dispensing with the clap-trap of theatrical imitations, and giving the audience what was infinitely better, a literary treat.

The following was the Order of Exercises: Overture by the Band; Essay—"Mistaken Ideas," Flora Smith; Select Reading—"The Polish Boy," Mary Hart; Essay—"Advertisements," Nettie Gallagher; Select Reading—"Paul Revere's Ride," Mary Heydenfeldt; Song—"God Speed the Right;" Select Reading—"The Children," Katie Clayton; Essay—"The Blessedness of Sleep," Carrie Chase; Select Reading—"The Boys," Mary L. Belding; Essay "Voices," Fannie B. Canfield; Song—"Now the Wind is Blowing," Select Reading—"Hetty McEwen," Maggie Watson; Calisthenics, with Rings—Leaders: Carrie Chase and Lizzie McColliam.

THE NATIONAL LINCOLN MONUMENT ASSOCIATION.

$1,521.46.

TREASURER'S OFFICE,
NATIONAL LINCOLN MONUMENT ASSOCIATION.
SPRINGFIELD, Illinois, Nov. 23d, 1866.

Received from Hon. John Swett, per Hon. N. Bateman, fifteen hundred and twenty-one dollars and forty-six cents, contributed by the Public School Children of the State of California, to the funds of said association.

J. H. BEVERIDGE, Treasurer.

Countersigned by O. M. HATCH, Secretary.

STATE OF ILLINOIS,
DEPARTMENT OF PUBLIC INSTRUCTION.
Superintendent's Office, Springfield, Nov. 23d, 1866.

HON. JOHN SWETT, *Sup't Public Instruction, San Francisco, Cal.*

DEAR SIR—I have just had the honor to receive your communication of the thirtieth ultimo, with Bank of California's exchange (3751) on Messrs. Lees and Waller, New York, for fifteen hundred and twenty-one dollars and forty-six cents, currency, being amount of contributions of the Public School Children of the State of California for the "National Lincoln Monument Association." Herewith please find the receipt of Hon. James H. Beveridge, Treasurer of said Association, and countersigned by Hon. O. M. Hatch, Secretary. I cannot close this letter of acknowledgment without expressing to you the deep sense of obligation and gratitude entertained by the entire association towards you for your earnest, disinterested, and patriotic efforts in behalf of the enterprise which we have in view. And I beg that you will accept, for yourself and all who have cöoperated with you in this labor of love and patriotism, and especially to the dear school children of California, who have so touchingly testified their love for Abraham Lincoln, the sincere thanks of the association, and, I may say, of the whole loyal people of Illinois.

I am, dear sir, very truly yours,

NEWTON BATEMAN,
Sup't Pub. Instruction, and Member N. L. M. Association.

POETRY.—The young lady who wrote the following simple stanzas, is hereby tendered the thanks of this editorial sanctum for allowing the Principal of the school which she honors by her presence, to furnish us the copy.

On the beach, beyond the moorland,
Where the white-capped billows play,
Chasing one another alway,
Tossing up their feathery spray:

Once I wandered, seeking pebbles,
And the pretty pink-lipped shell,
Whose soft murmuring, to the listener,
Of its ocean home will tell.

And I found a shell so ugly,
With its seams of black and gray,
That I almost longed to throw it
In the water, far away.

So I broke the shell in pieces,
Throwing one half out of sight;
But upon the other, nestling,
Lay a pearl so pure and white.

Do we not, alas, too often,
Judge each other hastily,
Never thinking of the good deeds,
Which like pearls may hidden be.

Our School Law.—We take pleasure in presenting to the teachers of this State, an extract from a letter of Hon. Newton Bateman, State Superintendent of Illinois, to the Department of Instruction of California. Mr. Bateman, who has revised the School Law of Illinois, is very high authority on all topics relating to Public Schools. He says:

Springfield, November 3d, 1866.

Hon. John Swett, State Supt. Public Instruction, San Francisco, Cal.:

My Dear Sir—I have tried for a long time to find a leisure moment to thank you for a copy of your most admirable, instructive, and valuable Report—and to congratulate you, and the State of California, upon the passage of a common school law of so much wisdom, strength, and vigor. It is, in several important features, a great deal better law than ours, and I shall be glad to refer to it in support of measures for the improvement of our system which I expect to urge upon our next Legislature. I do most sincerely hope that your people will stand by and sustain your new School Law in all of its leading provisions, and give it time to work out its legitimate results—which I shall observe with very deep interest. I am free to say that I can hardly hope that our next Legislature can be brought up to your high-water mark in respect to several vital points in your act.

I also wish to thank you, for myself, and in the name of the National Lincoln Monument Association, for your successful efforts in behalf of that sacred enterprise. We intend to raise $250,000, and hope to erect the grandest historical and monumental structure on this continent.

New York City Schools.—We take pleasure in acknowledging the receipt of the valuable reports for 1865 of the Superintendent, S. S. Randall, and Assistant Superintendents, N. O. Calkins, Henry Kiddle, and William Jones. These reports are full of valuable, interesting, and practical suggestions. New York City last year expended for schools nearly two and a half millions of dollars, employed over two thousand five hundred teachers, and taught in the schools more than two hundred thousand children. The statistics of attendance are as follows:

Schools.	Average Attendance.	Whole No. taught.
Boys' Grammar Schools	13,718	28,937
Girls' Grammar Schools	11,979	26,047
Primary Departments	32,423	82,903
Primary Schools	15,194	38,141
Colored Schools	792	2,074
Male Evening Schools	7,079	17,007
Female Evening Schools	4,108	7,019
Free Academy (estimated)	500	788
Normal Schools	226	569
Corporal Schools	5,183	13,440
Total	91,502	216,955

Roll of Honor.—The following names have been added to the list, from Alviso District No. 5, Alameda County, registered during the past year, Carrie A. Smith, teacher:

Mary L. Brier, Lizzie N. Brier, Clara M. Hawley, Eddie Hawley, Willie Brier, Lucinda Baker.

New Books.—The following new books have been received:

Treasures from the Prose Writings of John Milton. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 486.

We welcome this attempt to restore Milton's prose to the attention of the world. Were readers to study such English as Milton's, there is no doubt many a work now eagerly sought for would pass speedily to oblivion; for through all the convolutions of the sentence a thought worthy of search may be found—a thought which will germinate and bear rich fruit. We have seen books, and that quite recently, which attract from the beginning, but which after all do leave no seed. Milton's prose is hardly attractive at the first. In the selections before us the first sentence occupies half a page, and the second nearly a page and a half. We have, however, many of the finest passages of Milton's numerous productions, and an excellent index which renders every page available for reference. A list of Milton's prose works is added, which we hope may lead some readers of ours to go beyond the valuable compilation of which we are speaking.

A First Latin Reading Book: containing an epitome of Cæsar's Gallic Wars, and Lhomond's Lives of Distinguished Romans. With a short introduction to Roman Antiquities; Notes and a Dictionary. By William Smith, LL.D., and Henry Drisler, LL.D. New York: Harper & Brothers. pp. 375.

The introductory portion of this work is enriched by a somewhat lengthy extract from an essay by Prof. Pillans, of the University of Edinburgh, upon the Latin authors used in schools. The Latin selections are interesting; and the notes, we judge from our somewhat hasty examination, to be well arranged for the assistance of the student.

The Primary Union Speaker. By John D. Philbrick. Boston: Taggard & Thompson. 1866.

This little book of one hundred and fifty pages is full of well selected pieces, adapted to the tastes and capacities of children in primary schools, or low grade grammar classes. We cordially recommend it to teachers as a most valuable compilation.

Willson's Fourth Reader: Intermediate Series. Harper & Brothers: New York.

This new book of the series fully sustains the reputation of those which have preceded it. It is designed for use between the Third and Fourth readers of the regular series. Teachers, who desire to make use of it, can introduce it into schools, as Willson's Series entire has been adopted by the State Board.

Christian Ethics; or, The Science of Duty. By Joseph Alden, D.D. New York: Ivison, Phinney, Blakeman & Co. pp. 170.

A neat little compendium of ethics, treating with great simplicity and clearness of the principles which govern public and private duty in society. Every statement is based upon the Bible. We should regard it as a help to any teacher, while at the same time it would seem to be rather adapted to Bible-class instruction than to a place in the public school system of text books.

THE LIFE AND LIGHT OF MEN. AN ESSAY. By John Young, LL.D. (Edin.) London and New York: Alexander Strahan. San Francisco: A. Roman & Co. pp. 497.

Years ago we were delighted by the style and instructed by the thought of this author's "Christ of History." The volume before us possesses the same vigor of style and earnestness of thought. It seems that Dr. Young was formerly a minister of the United Presbyterian Church, in Scotland, and that he left that position because of his inability to understand the scriptures in precisely the same way with his fellow christians, especially in the views of the church on the doctrine of the atonement. In his recent work, he sets forth at large the results he has reached, and while he may fail to convince his brethren of the accuracy of his present theory, he cannot fail to receive the tribute of their admiration for the spirit he displays, and of their respect for the ability with which he maintains his position.

AN AMERICAN FAMILY IN GERMANY. By J. Ross Browne. Illustrated by the author. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 381.

Whatever J. Ross Browne writes we are glad to read, and this volume contains some of his most readable writings. In every part of the world he seems to have the City of Oakland as a standard by which to compare the state of society, and to pronounce upon its character, as excellent or otherwise. But dear as Oakland is, he recognizes that there may be features worthy of attention in less favored collections of mortals, and in this volume he tells us not only about Germany, but also about Algeria, and the salt mines of Wieliczka, in Poland. Let the people of this coast rejoice in J. Ross Browne, the irrepressible, and buy his books as fast as they are issued.

THE ALBERT NYANZA, Great Basin of the Nile, and Explorations of the Nile Sources. By Samuel White Baker. With Maps and Illustrations. London: MacMillan & Co. Philadelphia: J. B. Lippincott & Co. San Francisco: H. H. Bancroft & Co. pp. 509.

We remember no book of travels which exceeds this in interest. From the first page the reader's attention is commanded and his sympathies are excited. With perfect simplicity of style, and evident truthfulness of narrative, we are informed of the progress, difficulties, weariness, and hopefulness of the months and years devoted to the solution, by Mr. Baker and his heroic wife, of the great geographical problem concerning the sources of the Nile; and finally we stand with them upon the shore of the great inland sea, henceforth to be known as the Albert Nyanza, the great reservoir from which flows the ancient river. It is touching to see the spirit of admiring courtesy felt by Mr. Baker towards Speke and Grant, who discovered the other great lake, the Victoria Nyanza, which shares in the honor of being a Nile source. We cannot too highly commend the volume to the attention of our readers, and we trust the State Board of Education will add to its library list this latest and best of the works connected with the history of modern travels.

Doctor Johns: being a Narrative of certain events in the Life of an Orthodox Minister of Connecticut. By the author of "My Farm of Edgewood." In two volumes. York: Charles Scribner & Co. San Francisco: A. Roman &. Co. pp. 300, 295.

This story was first published in the *Atlantic Monthly*. The handsome volumes before us serve as a sad reminder of the sentimental times when the "Reveries," and "Dream Life," by the same author, were the favorite companions of our leisure hours. There are sundry pleasant descriptions of New England homes and scenery, and sundry markings out of character that may sometime have actually existed, but which we have met only in novels hitherto. Notwithstanding, we have been pleased with the story, and while regarding it as one of the least valuable of Ik Marvel's books, we find certain traces of his skillful hand through these pages which make us glad to obtain the books. "The King's chaff is as good as any other man's corn."

Goodson's Drawing from Objects. Ivison, Phinney, Blakeman & Co.: New York.

This is the work of an able instructor in the Michigan State Normal School; and, as might be expected, treats of drawing in a simple and natural way. We earnestly recommend it to the attention of teachers who believe in progress. It is designed for use in primary and ungraded schools. Small quarto; 54 pages.

The Union Pictorial Primer. New York: Ivison, Phinney, Blakeman & Co.

We have received from the publishers, Sanders' New Pictorial Primer, which is so attractive in its appearance and arrangement, that we almost wish we were a boy, just learning to read. It has gone into the hands of a little "four years' old" of ours, for practical test. Meanwhile, we call the attention of teachers to a charming little book.

Physiology and Health. By Edward Jarvis, M.D. New York: A. S. Barnes & Burr. 1866. pp. 427.

Among the numerous school physiologies this is one of the very best. The parts relating to "Laws of Health" are particularly valuable; and. altogether, the book is a most excellent one for the teacher's desk, or for school use. The Primary Physiology, by the same author, is equally valuable.

Charles Lamb, a Memoir. By Barry Cornwall. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 304.

A book unfolding a poet's view of the genial Elia and his friends. There is no pretense of fine writing about it, but we have read it with great satisfaction. It cannot fill the place of Talfourd's book on Charles Lamb, but it should occupy a position near that excellent work in every library.

Russell's Normal Training.

H. H. Bancroft & Co. have received a new supply of this valuable work, which should be in the hands of every thinking teacher in the State. It is used as a text book in the State Normal School, and in our opinion is the most valuable book of the kind which has ever been published.

Mrs. Ellis' Complete Cook. New York: James Miller. San Francisco: H. H. Bancroft & Co. pp. 142.

It is sometimes said that school ma'ams are not skilled in cookery, but in our opinion this is a slander on the six hundred female teachers in the State; and in support of this opinion we appeal to the hundreds of sensible men who have married them faster than the Department of Instruction could send them out. They make the very best of housewives, and we doubt not many more are emulous of their example; wherefore we predict a good sale of Mrs. Ellis' Cook Book among the six hundred ladies engaged in teaching in this State.

Guide to Health and Long Life. By R. J. Culverwell, M.D. New York: James Miller. San Francisco: H. H. Bancroft & Co. pp. 110.

Teachers sometimes grow thin, pale, nervous, and dyspeptic; and to all such this reprint of an English work, which has had in England an annual sale of 60,000 copies, will be of value. It is said that the highest ambition of an ancient Greek was to be healthy, beautiful, and rich. Now very, very few of our teachers can hope to be rich, but some of them are very pretty, and all can hope to be healthy. To all invalids our advice is: take exercise, air, and sunshine; stop taking pills; be careful of your diet; buy this book and read it, and you will stand some chance of getting well.

Griffith Gaunt; or Jealousy. By Charles Reade. With Illustrations. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 214.

There can be no doubt of the rare ability displayed in the writings of Charles Reade, and this is manifest in almost every page of the latest work from his pen. We cannot, however, commend Griffith Gaunt for general circulation. We regard it, on the whole, as a disgraceful book.

Sunnybank. By Marion Harland. New York: Sheldon & Co. San Francisco: A. Roman & Co. pp. 415.

This story is one of the late civil war. The scenes are laid at Richmond, and at a plantation near the lines of the opposing powers. The leading female characters are represented as keeping diaries to which they entrust the history of their days. The Agatha is Iago drawn over again. The Elinor is an unsuspecting, innocent, peculiar personage who survives great trials, developing the womanhood, day by day, to the end. To say that Marion Harland wrote the book is enough to convince novel readers of its power to interest. It is a sad story; patriotic, well planned, and will, we hope, be a successful venture for the publishers.

The Nation—Whose prospectus we publish in our advertising pages this month—is one of the ablest papers in the world. We have read it from week to week, since the first number appeared; and while the editors do not expect all their columns to meet with the approbation of all their readers, those who differ in opinion must cheerfully concede the elevated character of the journal, and wish success to its conductors.

THE

CALIFORNIA TEACHER.

FEBRUARY, 1867.

Vol. IV.] SAN FRANCISCO. [No. 8.

[For the California Teacher.]

MEDALS IN SCHOOLS.

The propriety of awarding medals in schools is one of the many points of school usage which depend upon the librations of the good and evil which are known to attend the practice of awarding them, and in reference to which investigators decide in accordance with which of the two, the good or the evil, they suppose to preponderate.

Any system of awarding medals is only a *part* of a more comprehensive system of rewards and punishments, and it is the intention of this article to show that this particular part is subject to all the objections that lie against its whole, to some others that are peculiar to itself; that its accompanying evil greatly overbalances its good, and that it does not and cannot accomplish what is claimed for it.

A medal is a monument testifying to merit. Merit may be evinced either in achievement or in endeavor.

It is now universally conceded that achievement is not a proper ground of award. The best argument in its favor is that it is a measure of endeavor; but it is *not* a measure of endeavor as it is usually reckoned. For if the award be made and this is always the case, on the highest number of merits or the lowest number of demerits, then the few brilliant in-

tellects which are always found in a class of fifty, will be sure of attaining the medal without *any* effort, as against the great majority of the class. The competition is between a *very few* members of the class, and the rest, and especially those who most need a stimulus, are entirely excluded from even the ghost of a chance of obtaining it.

It is clear that a pupil low down in the class may make more strenuous and praiseworthy efforts than one near the head.

Now although the *absolute* achievement of the former, which is made to measure the title to the award, may be *lower* than that of the latter, yet the *relative* achievement, which is the only *just* measure, may be higher, and is not taken into account at all. If it were, the medal would be as accessible to the lowest as to the highest, and very much of the valid objection to the system would be removed.

But achievement in itself is not a proper ground of award in school any more than in life at large. The captain of a ship is not awarded a medal for bringing his charge safely into port; but if through any combination of such circumstances as affect the safety of vessels at sea, the same achievement betokens *extra effort*, then indeed he is considered worthy of being rewarded. The possessor of a brilliant intellect is fortunate enough in the consequences which attend its possession. Certainly we would not think of rewarding the *possession* of it with a medal. Its proper *use* might entitle him to be the recipient of extra honors, but the mere exhibition of it would not. If at any time this fortunately endowed one should come in competition with others similarly endowed, and he should come off victor, then would the achievement be a proper measure of praiseworthy effort, and the medal would be rightly bestowed; but a *nominal* competition with a whole class, is merely an exhibition of intellect, and as such is not entitled to any symbol of merit.

The only proper ground of award is endeavor. The only proper object to be attained by any system of rewards is a healthy stimulation to mental effort. No system of rewards can possibly be efficacious unless its benefits are *really* accessible to every member of the class. A medal under the various methods pursued, is so far from being really accessible to every member of the class, that it is

generally known at the very commencement of the year exactly what small fraction of the class comprises the only competitors for it; and sometimes even the medal scholar, by reason of great superiority of intellect, combined perhaps with unusual maturity, on account of being a year or two behind time, through some cause external to school relations, is actually known on the first day of the school year; so that the great majority of the class, and especially the very ones who most need to be stimulated to exertion, are as effectually cut off from all the benefits to be derived from the system as if they were dismissed from school at the beginning of the year.

No system can be just in its results if accident has anything to do with the award, or if it does not provide for the highly probable contingency of a perfect equality between several members of the same class.

The medal system, on account of its rewarding but a single member of a class, is open to both of these objections to a most obnoxious degree. The successful winner of a medal frequently owes his success to a few merits. Human judgment is very fallible and exceedingly changeable, even in the case of him upon whom the award may depend. A half-day's sickness, an unavoidable detention, a single misapprehension of a question, perhaps even a misapprehension which may be occasioned by too wide a knowledge, or too deep an insight to insure the safe stupidity of a required answer, may settle the question of award against the truly deserving one.

No system is just which assigns, by implication, undeserved honors to the recipient of a reward, and casts, in the same manner, undeserved disgrace upon unsuccessful competitors.

If a yacht win a race, the prize obtained indicates that in one instance all the circumstances were favorably combined for the winner; but it would be manifestly incorrect to attribute the success to any individual element of the combination: as, the build of the boat, the disposition of the ballast, or the skill of the commander. It is only by repeated trials, under a variety of circumstances and under different commanders, that continued success would fairly indicate whether the superiority claimed resides in the yacht, the management, or some other element.

If the victor in a single spelling match, or examination in several branches, were, by a single word or a very few merits, to receive a medal, it would indicate that in this one instance all attendant circumstances were so related as to result in his favor. It would indicate nothing more, and no injustice would be done, by implication, to unsuccessful competitors; but if a number of trials should result in the success of the same one, then, indeed, the medal might truly symbolize positive superiority on his part: but it would be manifestly unjust to attribute superiority to one who, in a single match, comes off victor by the skin of his teeth.

Now, the award of a medal to one who has been in competition with others a whole year, carries with it the idea of daily trials, repeated successes in which had made the superiority of the winner, and, conversely, the inferiority of all the other competitors, indubitable: whereas, in nine cases out of ten, it is merely a neck-and-neck race between several; and the end has all the characteristics of a single trial. It is, therefore, injuriously unjust to attribute, by granting a medal to one, inferiority to those of the class who have amply demonstrated their equality with the winner, through a whole year, but lost, finally, because there was only one medal to be had.

These objections are entirely independent of the characteristics of the teachers, or trustees, who may be intrusted with the duty of awarding medals, and are inseparable from the system. There are others, however, that deserve consideration; but, inasmuch as they may be obviated by a fortunate concurrence of circumstances: such as, teachers of excellent judgment, trustees of impartial disposition, etc., they will not be urged here as arguments against the system; but will be merely mentioned in the following summing up, in which a few repetitions may be found unavoidable.

The improved methods of teaching used in these days, render the acquisition of knowledge so attractive that, in the case of the great majority of pupils, which comprises the most intellectual and ambitious, no stimulus is necessary, or even desirable; and we may safely go one step further, and declare that it is hurtful.

In the case of those pupils, who are not included in the class just named, a stimulus may be desirable, perhaps, to a certain degree even necessary; but the medal system does not reach them at all:

while those whom it does reach, are too often injuriously, and always unnecessarily stimulated to unnatural intellectual exertion.

The gratification of one medal-pupil is purchased at the expense of injustice to several equally deserving. The award is too frequently based upon data which vary without reference to merit. The system improperly elevates achievement above endeavor. It too often makes duty a mere matter of barter. The medal itself becomes improperly the sole object of effort. The excellence of which the medal should be only a symbol, is degraded to a mere means of obtaining that symbol. It engenders in a marked degree selfishness and narrow rivalry, instead of developing a healthy and noble emulation.

There are only two cases in which medals may be properly awarded: first, the impracticable one in which the highest endeavor is the ground of award; and, second, the comparatively useless one which is a mere single match, and resembles a yacht race in its features and in its objects. M.

The English Language.—The words of the English Language are a compound of several foreign languages. The English language may be looked upon as a compilation, both in words and expressions, of various dialects. Their origin is from the Saxon language. Our laws were derived from the Norman, our military terms from the French, our scientific names from the Greeks, and our stock of nouns from the Latin, through the medium of the French. Almost all the verbs in the English language are taken from the German, and nearly every other noun or adjective is taken from other dialects. The English language is composed of 15,734 words—of which 6,732 are from the Latin, 4,321 from the French, 1,665 from the Saxon, 1,669 from the Greek, 691 from the Dutch, 211 from the German, (not including verbs,) 90 from the Welch, 75 from the Danish, 55 from the Spanish, 50 from the Icelandic, 31 from the Swedish, 41 from the Gothic, 61 from the Hebrew, 15 from the Teutonic, and the remainder from the Arabic, Syriac, Turkish, Portuguese, Irish, Scotch, and other languages.

Department of Public Instruction.

STATE BOARD OF EDUCATION.

San Francisco, Dec. 27th, 1866.

The State Board of Education met at the office of the Superintendent of Public Instruction:—present, Dr. Hatch, Mr. Pelton, Mr. Swezey, Mr. Carlton and Mr. Swett:—absent, Gov. Low, Mr. Sibley, Mr. Tonner and Mr. Cottle.

Mr. Swezey was elected Chairman.

The report of the Committee on School Libraries, Messrs. Swett, Sibley and Cottle, was received, amended, and unanimously adopted.

The following communication was received from the State Board of Examination:

To the State Board of Education:

Gentlemen:—Under the provisions of the Revised School Law, we recommend the following teachers as eligible to receive Life Diplomas.

The State Board of Examination has determined as a standard of recommendation that the applicants shall have had ten years' experience in teaching, that they shall present good evidence of success in teaching, and of good character, and that they shall have taught school or held the office of State, City or County Superintendent one year after having received a State Educational Diploma.

D. C. Stone, Marysville; J. M. Sibley, Oakland; George Tait, Oakland; C. C. Cummings, Ukiah City; Robert Taylor, Alviso; George W. Simonton, Vallejo; George C. Mack, Solano County; R. K. Marriner, San Francisco; James Denman, San Francisco; Thos. S. Myrick, San Francisco; James Stratton, San Francisco; T. C. Leonard, San Francisco; Theodore Bradley, San Francisco; George W. Bunnell, San Francisco; Ellis H. Holmes, San Francisco; John C. Pelton, San Francisco; Ebenezer Knowlton, San Francisco; Ahira Holmes, San Francisco; W. K. Rowell, San

Francisco; T. W. J. Holbrook, San Francisco; J. D. Littlefield, San Francisco; Ira G. Hoitt, San Francisco; H. N. Nutting, Redwood City; George Brown, Mariposa.

Miss E. W. Houghton, San Francisco; Miss Minnie F. Austin, San Francisco; Miss Mary L. Bodwell, San Francisco; Miss H. M. Clark, San Francisco; Miss Frances Lynch, San Francisco; Mrs. Mary L. Swett, San Francisco.

Signed: JOHN SWETT,
THEODORE BRADLEY,
BERNHARD MARKS,
JAMES STRATTON.

SAN FRANCISCO, Nov. 24th, 1866.

The report was received, discussed, and unanimously adopted. Ayes—Swezey, Hatch, Pelton, Carlton and Swett.

An Outline Map of California, published by H. H. Bancroft & Co., was adopted by unanimous vote of the Board.

Board adjourned, to meet at the call of the Secretary.

STATE AND CITY EXAMINATION OF TEACHERS.

The examination and summing up of the papers of the examination held in the Lincoln school building, December 17th to 20th, were completed by the Board on Monday, December 24th. The City Board of Examination, under the Revised School Law, consists of the President of the Board of Education, the City Superintendent, the State Superintendent, and three professional teachers, elected by the City Board of Education. The members of the present Board are President Winans, Superintendent Pelton, Superintendent Swett, Theodore Bradley, Principal of the Boys' High School, Bernhard Marks, Principal of the Spring Valley Grammar School, and James Stratton, Principal of the Washington Grammar School. The late examination was conducted by Mr. Bradley, Mr. Marks, and State Superintendent Swett.

The examination was conducted in writing, by means of printed questions. Two sets of questions were used; one set for those seeking high grade or grammar school certificates, and the other for primary school certificates.

The grammar examinations included the following branches: Arithmetic, grammar, geography, history of the United States,

methods of teaching, algebra, natural philosophy, physiology, English composition, constitution and government of the United States, school law, orthography, defining, reading and elocution, and penmanship. The primary examination included arithmetic, geography, grammar, history of the United States, spelling, defining, penmanship and reading.

The applicants were known to the examiners of the written papers only by the numbers assigned at the opening of the examination, thus removing any possible chance of favoritism in crediting the papers. The average per centage upon which certificates were to be granted, was fixed by the Board in advance of the examination. The standard for the grammar examination was as follows:

State diploma and grammar masters' city certificates—Eighty-five per cent. and five years' experience in teaching.

Sub-master and first grade certificates—Seventy-five per cent. and two years' experience in teaching.

Second grade State and city certificates—Sixty-five per cent. and one years' experience, or seventy per cent. without experience.

Third grade State and city certificates—Sixty per cent.

For the Primary Examination, the per centages were as follows:

Second grade State and city certificates, valid for Assistants in either Grammar or Primary Schools, eighty per cent. and one year's experience, or eighty-five without experience.

Third grade State and city certificates, for Primary School Assistants, seventy per cent.

State diplomas and grammar masters' city certificates are valid for six years; First grade certificates for four years; Second grade for two years; Third grade for one year. The following is the report of the Board of the lucky and unlucky numbers in the examination:

Grammar Examination.—State diplomas and grammar masters' certificates—Nos. 42, 31, 50; first grade certificate—No. 3; second grade certificates—Nos. 1, 4, 28, 30, 38, 43, 48, 51, 52; third grade—Nos. 27, 34. Failed—Nos. 32, 36, 45, 47, 53.

Primary Examination.—Second grade certificates—Nos. 7, 15, 16, 19, 25, 41, 56; third grade—Nos. 5, 6, 8, 10, 17, 33, 39, 44, 49, 57. Failed—Nos. 2, 9, 11, 12, 13, 14, 18, 21, 22, 23, 29, 35, 40, 54, 58.

STATE BOARD OF EXAMINATION.

The Revised School Law requires that this Board shall consist of four professional teachers, holders of State Diplomas, appointed by the Superintendent of Public Instruction, who is *ex officio* Chairman of the Board. At the beginning of the school year, 1866, the State Superintendent appointed as members of the Board, the following teachers: Bernhard Marks, Principal of the Spring Valley Grammar School; Theodore Bradley, Principal of the Boys' High School; James Stratton, Principal of the Washington Grammar School; George W. Bunnell, Principal of the Latin High School. Messrs. Marks, Bradley and Stratton were members of the San Francisco City Board of Examination, elected by the City Board of Examination, and they were appointed to the State Board, both on account of fitness for the position, and for the purpose of holding joint City and State Examinations.

It was necessary to have a State Board composed of members residing in San Francisco, as the frequent communications from County Boards called for semi-monthly, and sometimes weekly meetings during the whole year.

One special State Examination was held in the City of Marysville, October, 1866; and semi-annual State and City examinations have been held in June and December, in the City of San Francisco.

Printed sets of the examination questions used by the Board, have been regularly furnished to each County Board of Examination in the State, and they have been used extensively in county examinations. The heavy expense of printed questions has thus been avoided by County Boards, and a standard approaching some degree of uniformity has been established throughout the State.

STATE EDUCATIONAL DIPLOMAS.

The following is a full list of State Diplomas issued by the State Board, from June, 1866, to January, 1867:

June, 1866. Samuel I. C. Swezey, issued on a New York State Normal School Diploma.

June, 1866. Silas A. White, San Francisco. On California State Normal School Diploma.

June, 1866. Mrs. George W. Bunnell. On San Francisco City High School Certificate.

June, 1866. Mrs. Ira G. Hoitt. On San Francisco High School Certificate.

June, 1866. Philip Prior, San Francisco. On Grammar Master's City Certificate.

July, 1866. Mr. J. B. McChesney, Nevada City. On County Examination, with State papers.

Aug., 1866. George F. Morris, Red Bluff. On County Examination, with State papers.

Aug., 1866. S. M. Gatch, Santa Cruz. On County Examination, with State papers.

Aug., 1866. Mr. J. M. Howe, Sacramento. On County Examinations, and forty years' experience in teaching.

Aug., 1866. Joseph C. Morrill, Camp Douglass, Salt Lake City. Grammar Master's Certificate, San Francisco.

Aug., 1866. James Harlow, Bloomfield, Sonoma County. On Bridgewater, Mass., State Normal School Dip'a.

Sept., 1866. Noah F. Flood, Downieville. On County Examination, with State papers.

Nov., 1866. Mr. M. L. Templeton, Sacramento. On Sacramento High School Certificate.

Nov., 1866. Mrs. C. L. Atwood. On San Francisco High School Certificate.

Nov., 1866. Mary E. Clark, San Francisco High School Certificate.

Dec., 1866. Miss H. A. Willard, San Francisco High School Certificate.

Dec., 1866. Mrs. Dorcas Clark. Issued on Toronto Normal School Diploma.

Dec., 1866. Lorenzo D. Allen. State and City Examination.

Dec., 1866. Lafayette W. Reed. State and City Examination.

Dec., 1866. Harrison D. Gough. State and City Examination.

Dec., 1866. Mrs. Anna E. Dubois. N. Y. S. N. S., and fifteen years' experience in teaching in San Francisco.
Jan., 1867. Mr. H. H. Howe, Sacramento City Examination, Rev. Wm. H. Hill, City Superintendent.
Jan., 1867. Miss Annie Smith. Sacramento City Examination.
Jan., 1867. Miss Caroline Price. Phila. N. S. Diploma, and Principalship of the Philadelphia Model School.
Jan., 1867. William White, Watsonville.
Jan., 1867. John Bagnall, State of Nevada.

STATE DIPLOMAS.

The following is a list of State Diplomas issued from 1863 to June, 1866, with the present residence of the holders:

June, 1863. Thomas C. Barker, Massachusetts.
June, 1863. Stephen G. Nye, Centerville.
June, 1863. Bernhard Marks, San Francisco.
June, 1863. T. W. J. Holbrook, San Francisco.
June, 1863. Joseph W. Josselyn, San Leandro.
June, 1863. Thomas Ewing, Deceased.
June, 1863. William K. Rowell, San Francisco.
June, 1863. C. C. Cummings, Ukiah City.
June, 1863. Edward P. Batchelor, San Francisco.
May, 1864. Augustus Morse, Jr., San Francisco.
Dec., 1864. B. F. Morrison, Massachusets.
Sept., 1864. Azro L. Mann, San Francisco.
June, 1865. A. T. Winn, Napa.
June, 1865. J. D. Littlefield, San Francisco.
June, 1865. George W. Minns, San Francisco.
June, 1865. Henry P. Carlton, San Francisco.
June, 1865. Ahira Holmes, San Francisco.
Nov., 1865. Robert Taylor, El Dorado County.
Nov., 1865. Robert Desty, San Francisco.
Nov., 1865. R. K. Marriner, San Francisco.
Nov., 1865. Mrs. Mary L. Swett, San Francisco.
Nov., 1865. H. N. Nutting, Redwood City.
Nov., 1865. George C. Mack, Binghamton.
Nov., 1865. F. R. Brown, Ione City.

Nov., 1865. George W. Simonton, Vallejo.
Nov., 1865. George Tait, Oakland.
Nov., 1865. Ebenezer Knowlton, San Francisco.
Nov., 1865. Thomas S. Myrick, San Francisco.
Nov., 1865. James Stratton, San Francisco.
Nov., 1865. James Denman, San Francisco.
Nov., 1865. Ira G. Hoitt, San Francisco.
Nov., 1865. T. C. Leonard, San Francisco.
Nov., 1865. Theodore Bradley, San Francisco.
Nov., 1865. George W. Bunnell, San Francisco.
Nov., 1865. Ellis H. Holmes, San Francisco.
Nov., 1865. John C. Pelton, San Francisco.
Nov., 1865. E. Rousseau, Lincoln.
Nov., 1865. J. H. Sumner, San Francisco.
Nov., 1865. Miss Minnie F. Austin, San Francisco.
Nov., 1865. Miss Mary L. Bodwell, San Francisco.
Nov., 1865. Miss Eliza W. Houghton, San Francisco.
Nov., 1865. Miss H. M. Clark, San Francisco.
Nov., 1865. Alfred Higbie, Napa.
Nov., 1865. Miss Frances Lynch, San Francisco.
Nov., 1865. J. M. Sibley, Oakland.
Nov., 1865. John Swett, San Francisco.
Nov., 1865. D. C. Stone, Marysville.
Nov., 1865. George Brown, Mariposa.
Nov., 1865. Miss Mary A. Burlingame, Deceased.
Nov., 1865. Wm. R. Bradshaw, Oakland.

FIRST GRADE STATE CERTIFICATES.

The following is a full list of first grade certificates issued from January 1866 to January 1867:

Jan., 1866. Miss Susie Carey, San Jose. On Cal. State Normal School Diploma, and success in teaching.
M'ch, 1866. Mr. L. H. Van Shaick, Santa Clara. On special State Examination.
June, 1866. Ervin L. Humphrey, San Francisco. On Cal. State Normal School Diploma.

June, 1866. Caroline F. Burrows, Yreka. On New York S. N. S. Diploma.

June, 1866. Abner F. Olinger, Santa Cruz Co. On Cal. S. N. S. Diploma.

June, 1866. Miss Maggie McKenzie, San Francisco. On State and City Examination, 94 per cent.

June, 1866. Mary J. Ritchie, San Francisco. On State and City Examination.

June, 1866. Mr. W. W. McFadden, Alameda. On State and City Examination.

July, 1866. Bertha Comstock, San Francisco. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Lizzie B. Jewett, San Jose. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Annie S. Jewett, San Jose. On Cal. S. N. S. Diploma and success in teaching.

Aug., 1866. Mr. W. Holden. On Alameda County Examination, with State papers.

Aug., 1866. Mr. O. H. Huntley, San Jose. On Santa Clara Co. Examination, with State papers.

Aug., 1866. Mr. Milus Gay, San Jose. On Santa Clara County Examination, with State papers.

Aug., 1866. Mr. W. W. Kennedy, San Jose. County Examination, with State papers.

Aug., 1866. Mary Barnes, Petaluma. On Solano and Napa Co. Examinations, with State papers.

Aug., 1886. Mr. O. H. O'Neill, Alvarado. On Solano and Napa County Examination, with State papers.

Aug., 1866. O. H. La Grange. On Wisconsin Credentials.

Oct., 1866. Julia M. Andrews, Auburn. On Westfield, Mass., State N. S. Diploma.

Oct., 1866. Mr. P. Smith, Sacramento County. On State Examination, Marysville.

Oct., 1866. Mr. S. F. Shoup, Chico. Marysville State Examination.

Oct., 1866. Mr. A. H. McDonald, Sacramento County. Marysville State Examination.

Nov., 1866. Miss L. W. Derby, San Francisco. On Bridgewater, Mass., State N. S. Diploma.

Nov., 1866. Mr. J. G. Johnson, Sacramento County. On Sacramento County Examinations.

Nov., 1866. Horace Miller, Nevada. On Nevada County Examination, with State papers.

Nov., 1866. Isaac Ayer, San Andreas. On County Examinations and success in teaching.

Dec., 1866. Miss Saidie Davis, San Francisco. On California S. N. S. Diploma and success in teaching.

Dec., 1866. Jane Smith, San Francisco. On California S. N. S. Diploma and success in teaching.

Dec., 1866. Carrie P. Field, Santa Cruz. On California S. N. S. Diploma and success in teaching.

Dec., 1866. Clara A. Cummings. On S. N. S. Diploma.

Dec., 1866. Mr. Le Grand Morse. On Mendocino County Examination. C. C. Cummings, Supt.

Dec., 1866. Levi Rackliffe. Sonoma County Examination. C. G. Ames, Supt.

Dec., 1866. T. H. Rose. On County Examinations and success in teaching.

Dec., 1866. Miss Eusebia N. Campbell. On New York State Diploma and success in teaching in this State.

Dec., 1866. Julia P. Brigham. On Framingham, Mass., S. N. S. Diploma and success in teaching in this State.

Dec., 1866. Mary Theresa Hart. State and City Examination.

Jan., 1867. Laura S. Templeton. Sacramento City Examination.

Jan., 1867. Susan F. Gregory. Sacramento City Examination.

Jan., 1867. Mary E. Joy. Sacramento City Examination.

Jan., 1867. Mary E. Sanders. Sacramento City Examination.

FIRST GRADE STATE CERTIFICATES.

The following is a list of first grade certificates issued from June 1863 to Jan. 1866, not including the names of those who have since secured State Diplomas:

June, 1863. Miss H. O. Belcher, Marysville.

June, 1863. Miss Mary A. Casebolt, San Francisco.

June, 1863. Miss Mary R. Harris, San Francisco.

June, 1863. Miss N. B. Diamond, Santa Clara.

June, 1863. George H. Peck, San Francisco.
June, 1863. Eugene T. Thurston, Georgetown.
May, 1864. Miss Helen Satterlee, San Francisco.
May, 1864. William Hale, Jr., San Francisco.
Dec., 1864. Sextus Sheurer, Jr., Massachusetts.
Dec., 1864. Ralph Keeler, San Francisco.
June, 1865. A. W. Peek, Benicia.
Nov., 1865. Geo. E. Houghton, San Jose.
Nov., 1865. S. D. Simonds, San Francisco.
Nov., 1865. E. J. Schellhous, Chico.
Nov., 1865. M. A. Ralph, Sonora.
Nov., 1865. Jno. C. Shipley, State Normal School.
Nov., 1865. R. B. Warren, Jackson.
Nov., 1865. L. H. Jackman, Sacramento County.
Nov., 1865. J. A. Louttit, Brooklyn.
Nov., 1865. J. F. Kennedy, Mayfield.
Nov., 1865. Jno. A. Moore, Martinez.
Nov., 1865. A. S. Hopkins, Solano County.
Nov., 1865. R. P. Davidson, Yolo County.
Nov., 1865. Miss Mary J. Ledlie, San Francisco.
Nov., 1865. Miss Louisa O. Fernald, Santa Cruz.
Nov., 1865. Miss Sarah H. Clark, San Francisco.
Nov., 1863. Miss Ellen A. Evans, Shasta.
Nov., 1865. Sparrow Smith, Sacramento.
Nov., 1865. Isaac Upham, Oroville.

SECOND GRADE CERTIFICATES.

Nov., 1865. Jennie Sheldon, San Francisco. State Examination.
Nov., 1865. Ervin D. Humphrey, San Francisco. State Examination.
Nov., 1865. Mr. R. D. H. Yeckley, Sacramento County. State Examination.
Nov., 1865. Wm. H. Fry, Solano County. State Examination.
Nov., 1865. Miss S. D. Baldridge, San Jose Mission. State Examination.
Dec., 1865. Mr. J. A. Louttit. On Cal. State Normal School Diploma.

Dec., 1865. Mr. J. F. Kennedy. On Cal. State Normal School Diploma.

Dec., 1865. Mr. L. J. Megerlee. On Cal. State Normal School Diploma.

Dec., 1865. Miss Sarah E. Frissell. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary E. Hall. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary Pascoe. On Cal. State Normal School Diploma.

Dec., 1865. Miss Jane E. Greer. On Cal. State Normal School Diploma.

Dec., 1865. Miss S. A. Williams. On Cal. State Normal School Diploma.

Dec., 1865. Miss Nettie Doud. On Cal. State Normal School Diploma.

Dec., 1865. Miss Mary H. Estabrook. On Cal. State Normal School Diploma.

Dec., 1865. Miss Maria O'Connor. On Cal. State Normal School Diploma.

Dec., 1865. Miss C. R. Jenner. On Cal. State Normal School Diploma.

June, 1866. Arthur Rodgers. On Cal. State Normal School Diploma.

June, 1866. Nelson S. Trowbridge. On Cal. State Normal School Diploma.

June, 1866. Miss Amy T. Campbell. On Cal. State Normal School Diploma.

June, 1866. Miss Abby A. Carswell. On Cal. State Normal School Diploma.

June, 1866. Miss Almira S. Flint. On Cal. State Normal School Diploma.

June, 1866. Miss Gazina A. Garrison. On Cal. State Normal School Diploma.

June, 1866. Miss Lillie A. Gummer. On Cal. State Normal School Diploma.

June, 1866. Miss Annie M. Holmes. On Cal. State Normal School Diploma.

June, 1866. Miss Sarah E. Miller. On Cal. State Normal School Diploma.

June, 1866. Miss Mary F. Metcalf. On Cal. State Normal School Diploma.

June, 1866. Miss Mary S. Moulthrop. On Cal. State Normal School Diploma.

June, 1866. Miss Mary J. Morgan. On Cal. State Normal School Diploma.

June, 1866. Miss Lizzie A. Morgan. On Cal. State Normal School Diploma.

June, 1866. Miss Frances B. Piper. On Cal. State Normal School Diploma.

June, 1866. Miss Maria L. Soule. On Cal. State Normal School Diploma.

June, 1866. Miss Charlotte F. Stephenson. On Cal. State Normal School Diploma.

June, 1866. Miss Elizabeth White. On Cal. State Normal School Diploma.

June, 1866. Miss Jennie O. Day. On State Certificate renewed.

June, 1866. Miss Clara C. Bowen. On State Examination.

June, 1866. Miss Phœbe Palmer. On State Examination.

Nov., 1866. Miss Mary Ball, Chico. On State Examination.

Nov., 1866. Miss Carrie O. Stone, Marysville. On State Examination.

Nov., 1866. Mr. H. T. Batchelder, Butte County. On State Examination.

Nov., 1866. Mr. Thomas G. Tracy. On State Examination. 93 per cent. on First Grade, with State papers.

Dec., 1866. Mrs. Mattie J. Braly. On Sonoma County Examination. C. G. Ames, Supt.

Dec., 1866. Miss Evlyn Mosse. On State and City Examination.

Dec., 1866. Miss Mary J. Bragg. On State and City Examination.

Dec., 1866. Miss Carrie M. Chase. On State and City Examination.

Dec., 1866. Miss Cloelia M. Lewis. On State and City Examination.

Dec., 1866. Mr. Charles K. Jenner. On State and City Examination.
Dec., 1866. Mr. Henry L. Oak. On State and City Examination.
Dec., 1866. Mr. George F. Boynton. On State and City Examination.
Dec., 1866. Mr. George H. Hancock. On State and City Examination.
Dec., 1866. Mr. George E. Powell. On State and City Examination.
Dec., 1866. Miss Mary Murphy. On State and City Examination.
Dec., 1866. Miss Ada E. Wright. On State and City Examination.
Dec., 1866. Miss Sarah K. Barker. On State and City Examination.
Dec., 1866. Mrs. Mary W. Kincaid. On State and City Examination. 90 per cent.
Dec., 1866. Mrs. Melvina Davis. On State and City Examination.
Dec., 1866. Joseph O'Connor. On State and City Examination.
Dec., 1866. Mrs. Elizabeth Yarney. On State and City Examination.
Jan., 1867. Sophia P. Gregory. On Sacramento City Examination.
Jan., 1867. Evelyn E. Burke. On Sacramento City Examination.
Jan., 1867. Miss Ednah Peirce. On Sacramento City Examination.
Jan., 1867. Miss Ella R. Burke. On Sacramento City Examination.

THIRD GRADE CERTIFICATES.

No. issued from Jan. 1866 to Jan. 1867.....23
Whole No. who failed to obtain any Certificate.....42

SCHOOL LIBRARIES.

List of books adopted by the State Board of Education, December 27th, 1866, for use in Public School Libraries, in accordance with section eighty of the Revised School Law.

JUVENILE LIBRARY.

Books of Instruction and Amusement.

ABBOTT, JACOB and J. S. C. Histories and Story Books as follows:

Illustrated Histories, 28 vols.

Alexander the Great.
Charles the First.
Cleopatra.
Darius the Great.
Genghis Khan.
Henry IV of France.
Julius Cæsar.
Marie Antoinette.
Nero.
King Philip.
Pyrrhus.
Romulus.
Josephine.
William the Conqueror.
Alfred the Great.
Charles the Second.
Cyrus the Great.
Elizabeth of England.
Hannibal.
Hernando Cortez.
Margaret D'Anjou.
Mary, Queen of Scots.
Peter the Great.
Madame Roland.
Richard the First.
Richard the Second.
Richard the Third.
Xerxes.
Life of Washington.

Marco Paul's Voyages and Travels.

In Vermont.
In Boston.
In New York.
Springfield Armory.
Erie Canal.
Forests of Maine.

Rainbow and Lucky Stories. (Handie; The Three Pines; Rainbow's Journey; Selling Lucky; Up the River.) 5 vols.

Harper's Learner's Series. (Learning to Talk; to Think; to Read; about Common Things; about Right and Wrong.) 5 vols.

Harper's Story Books.

Vol. 1. Bruno; Willie; Straitgate.
Vol. 2. The Little Louvre; Frank; Emma.
Vol. 3. Virginia; Timboo and Joliba; Timboo and Fannie.
Vol. 4. The Harpers; Franklin; The Studio.
Vol. 5. Ancient, English, and American Histories.
Vol. 6. John True; Elfred; The Museum.
Vol. 7. The Engineers; The Alps; The Three Gold Dollars.
Vol. 8. The Gibraltar Gallery; The Alcove; Dialogues.
Vol. 9. The Great Elm; Margaret; Vernon.
Vol. 10. Carl and Joeko; Lapstone; Orkney.
Vol. 11. Judge Justin; Minigo; Jasper.
Vol. 12. Congo; Viola; Little Paul.

Franconia Stories. 10 vols.

Malleville.
Wallace.
Mary Erskine.
Mary Bell.
Beechnut.
Rodolphus.
Ellen Linn.
Stuyvesant.
Caroline.
Agnes.

John Gay; or, Work for Boys. 4 vols.
Mary Gay; or, Work for Girls. 4 vols.
Rollo's Books. 10 vols.
Practical Christianity.
The Child at Home.
The Mother at Home.

Rollo Books of Travels. (Paris; Atlantic; Geneva; Rhine; Naples; Rome; Holland; London; Scotland; Switzerland.)

Abbott's American Historical Series.

Vol. 1. America—Aboriginal.
Vol. 2. America.
Vol. 3. The Southern Colonies.
Vol. 4. The Northern Colonies.
Vol. 5. War of the Colonies.
Vol. 6. Revolt of the Colonies.
Vol. 7. Revolutionary War.
Vol. 8. Washington.

Adams, Wm. T. (Oliver Optic) Writings, as follows:

Stories of the Great Rebellion. 6 vols.

The Soldier Boy.
The Sailor Boy.
The Young Lieutenant.
The Yankee Middy.
Fighting Joe.
Brave Old Salt.

The Boat Club Series. 6 vols.

The Boat Club.
All Aboard.
Now or Never.
Little by Little.
Try Again.
Poor and Proud.

Riverdale Story Books. 12 vols.

The Little Merchant.
The Young Voyagers.
The Christmas Gift.
Dolly and I.
Uncle Ben.
The Birthday Party.
Proud and Lazy.
Careless Kate.
Robinson Crusoe, Jr.
The Picnic Party.
The Gold Thimble.
The Do-Somethings.

The Woodville Series. 4 vols.

Rich and Humble.
In School and Out.
Watch and Wait.
Work and Win.

Andersen, Hans. Story Books, as follows:

A Christmas Greeting.
The Danish Story Book.
Little Ellie.
Fairy Tales.
Little Rudy.
The Mud King's Daughter.
Picture Book without Pictures.
The Shoes of Fortune.
Story Book.
The Story Teller.
The Ugly Duck.
Wonderful Tales from Denmark.
Child's Own Treasury of Fairy Tales.
The Ice-Maiden, and Other Tales.
Sand Hills of Jutland.
Tales for Children.
Æsop's Fables.
Arabian Nights' Entertainments.
Laboulaye's Fairy Book.
Miss Mulock's Fairy Book.

Arthur's Home Series.

Hidden Wings.
Sowing to the Wind.
Sunshine at Home.

Biographies. Life of Capt. John Smith; of Gen. Putnam; of Daniel Boone.

Bonner's Child's Histories. Of the United States, 3 vols.; Greece, 2 vols.; Rome, 2 vols.

Ballantyne, R. M. Series.

The Dog Crusoe.
Freaks on the Fells.
The Gorilla Hunters.
The Red Eric.
The Wild Man of the West.
Gascoyne, the Sandal-Wood Trader.
The Life Boat. The Young Fur Trader.
Coral Islands.
Hudson's Bay.

Boy's Treasury of Sports.
Boy's Own Book.
Boy's Book of Indian Battles and Adventures.
Cooper's Stories of the Sea.
Cooper's Stories of the Woods.
Child's Own Treasury of Fairy Tales.
Hittell's Adventures of "Old Adams."

Dickens, Chas.—

Child's History of England. 2 vols.
Pickwick Papers.
Nicholas Nickleby.

Dickens' Little Folks. 12 vols.

Little Nell. From Old Curiosity Shop.
Smike. From Nicholas Nickleby.
The Child Wife. From David Copperfield.
Oliver and the Jew Fagin. From Oliver Twist.
Florence. From Dombey and Son.
Joe and Sam Weller. From Pickwick.
Sissy Jupe. From Hard Times.
The Two Daughters. From Martin Chuzzlewit.
Tiny Tim, and Dot, and the Fairy Cricket. From Christmas Stories.
Dame Durden. From Bleak House.
Dolly Varden. From Barnaby Rudge.
Little Paul. From Dombey and Son.

Edgar, John G.—

The Boyhood of Great Men.
Footprints of Famous Men.
The Nations of Modern Europe.
Sea Kings and Naval Heroes.
The Wars of the Roses.
The Crusades and the Crusaders.

Edgeworth, Maria. *Early Lessons.* 5 vols.

Vol. 1. Harry and Lucy.
Vol. 2. Sequel to Frank.
Vol. 3. Rosamond.
Vols. 4 and 5. Harry and Lucy, concluded.
Moral Tales.
Popular Tales.
Parent's Assistant.

"*Carleton.*"

Days and Nights on the Battlefield.
Following the Flag.
Winning his Way.

Edwards' Biography of Self-Taught Men.
Everett's Life of Washington.
Fairy Book: Harper & Brothers.
German Popular Tales.
Girl's own Book.

Hawthorne. True Stories from History and Biography.
Wonder Book.
Twice Told Tales.

Howitt's Popular Tales. 14 vols.
Alice Franklin.
Hope on, Hope Ever.

Little Coin, Much Care.
Love and Money.
My Uncle the Clockmaker.
My Own Story.
No Sense like Common Sense.
Sowing or Reaping.
Strive and Thrive.
Story of a Genius.
The Two Apprentices.
Which is the Wiser?
Who shall be Greatest?
Work and Wages.

Robinson Crusoe.
Stories told to a Child — By Jean Ingelow.

Spectacles for Young Eyes. (Rome, Zurich, Berlin, St. Petersburg, Pekin, Moscow, Boston, Paris.)

Sargent's Temperance Tales.

Smiles.—
Life of George Stevenson.
Self Help.
Brief Biographies.
Lives of Industrial Workers.

Young Woman's Book of Health—Alcott.
Youth's History of the Rebellion.
Swiss Family Robinson.
Stoddard's Adventures in Fairy Land.
Vicar of Wakefield.
Women of Worth.
Tom Brown at Rugby.

Young American's Library—Of Eminent Statesmen, Famous Generals, etc. 12 vols.
Life of William Penn.
Life of Benjamin Franklin.
Life of Henry Clay.
Life of Daniel Webster.
The Yankee Tea Party; or, Boston in 1773.
The Old Bell of Independence.
Life of George Washington.
Life of General Marion.
Life of General Lafayette.
Life of Napoleon Bonaparte.
Life of Andrew Jackson.
Life of General Taylor.

Merry Tales and Stories for Young Folks. 6 vols.
Stories of the Canadian Forest.
Pictures of Comical People.
The Kangaroo Hunters.
Tales of the Saxons.
Stories of the Canadian Crusoes.
Merry Tales for Young Folks.

Little Prudy Series. 6 vols.
Little Prudy's Story Book.
Little Prudy's Sister Susie.
Little Prudy's Capt. Horace.
Little Prudy's Cousin Grace.
Little Prudy's Dotty Dimple.
Little Prudy.

Letters to Young Ladies. Alcott.
Papers for Thoughtful Girls.
Lights and Shadows of Scottish Life.
Pastimes and Recreations.
The Flower People. Mrs. H. Mann.
The Privateersman. Capt. Marryatt.

Mayhew, Henry. *Biographies for Boys.*
Young Humphry Davy.
The Peasant Boy Philosopher.
Young Benjamin Franklin.

Reid, Capt. Mayne. *Books for Boys.*
The Boy Slaves.
The Ocean Waifs.
The Boy Hunters.
The Boy Tar.
Bruin.
The Bush Boy.
The Young Yaegers.
The Desert Home.

The Forest Exiles.
Odd People.
The Plant Hunters.
The Cliff Climbers.
Ran away to Sea.
Young Voyagers.

Aimwell Series. 6 vols.

Miscellaneous.

Hittell's Resources of California.
Tuthill's History of California.
Baker's Albert Nyanza.
Longfellow's Poems.
Bryant's Poems.
Holmes' Poems.
Whittier's Poems.
Street's Poems.

Educational.

Bates' Institute Lectures on Mental and Moral Culture.
Bates' Method of Teachers' Institutes.
Barnard's American Teachers and Educators.
Beecher's Lectures to Young Men.
Brookfield's Composition.
Calkin's Object Lessons.
Cowdery's Moral Lessons.
Dio Lewis' Manual of Calisthenics.
Emerson's School and Schoolmaster.
Fowle's Teacher's Institute.
Fowle's Hundred Dialogues.
Horace Mann's Lectures on Education.
Horace Mann, Works of.
Herbert Spencer on Education.
Jewell's School Government.
Kindergarten Guide.
Mason's Manual of Calisthenics.
Northend's Teacher's Assistant.
Northend's Teacher and Parent.
Northend's School Dialogues.
Page's Theory and Practice of Teaching.
Russell's Normal Training.
Russell and Murdock's Vocal Culture.
Russell's Exercises on Words.
Sheldon's Lessons on Objects.
Sheldon's Elementary Instruction.
Sargent's Dialogues.
Sargent's School Speaker.
Philbrick's Union Speaker.
Philbrick's Primary Speaker.
The New York Speaker.
Scientific Amusements for Young Folks.
Watson's Manual of Calisthenics.
Webster's New Pictorial Dictionary.
Wickersham's School Economy.
Wood's Class Book of Botany.
Wells' Graded Schools.

Scientific.

Agassiz's Methods of Study in Natural History.
Agassiz's Geological Sketches.
Agassiz's Structure of Animal Life.
Farraday's Chemistry of a Candle.
Gray's—How Plants Grow.
Guyot's Earth and Man.
Hooker's Science of Common Things.
Hooker's Child's Book of Nature.
Hooker's First Book of Chemistry.
Hooker's Natural History.
Homes without Hands.
Mattison's Elements of Astronomy.
Mitchell's Popular Astronomy.
Mitchell's Planetary and Stellar Worlds.
Mayhew's Wonders of Science.
Reason Why in Science.
Wells' Science of Common Things.
Whitney's Geology of California.

For Libraries exceeding two hundred and fifty dollars in value.

Bancroft's Hist. of the United States.
Hildreth's Hist. of the United States.
Works of Washington Irving.
Prescott's Works.
Motley's Dutch Republic.
Motley's New Netherlands.
Lossing's Field Book of Am. Rev.

Lossing's illustrated History of the Great Rebellion.	Shakspeare.
Macaulay's History of England.	Guizot's History of Civilization.
Works of Charles Dickens.	Gibbon's History of Rome.
Works of Walter Scott.	Hume's History of England.
Works of Thackeray.	New American Cyclopedia.
Works of Cooper.	Barnard's Journal of Education. 14 vols.

THE NATIONAL LINCOLN MONUMENT ASSOCIATION.

$200.50.

Treasurer's Office,
National Lincoln Monument Association.
Springfield, Illinois, Dec. 5th, 1866.

Received from Hon. John Swett, per Hon. Newton Bateman, two hundred dollars and fifty cents, contributed by Children of the Public Schools of California, to the funds of said association.

J. H. Beveridge, Treasurer.

Countersigned by O. M. Hatch, Secretary.

State of Illinois—Department of Public Instruction.
Superintendent's Office, Springfield, Dec. 8th, 1866.

Hon. John Swett, *Sup't Public Instruction, San Francisco, Cal.*

Dear Sir—I have had the honor to receive your communication of the ninth ultimo, with exchange of Bank of California (3753) on Messrs. Lees and Walker, New York, for two hundred dollars, currency, and fifty cents, postal currency, being balance of amount of contributions of the Public School Children of the State of California for the "National Lincoln Monument Association." Herewith please find the receipt of Hon. James H. Beveridge, Treasurer of said Association, countersigned by Hon. O. M. Hatch, Secretary.

The original of Draft 3731, for $1521.46, was duly received and acknowledged on the twenty-third ultimo.

Very truly yours,
Newton Bateman,
Sup't Pub. Instruction, and Member N. L. M. Association.

Record Books.—A Record Book, ruled and headed for the examination of teachers by County Boards, has been sent from the Department of Instruction to each County Superintendent.

By using these books, a full and permanent record of every applicant will be preserved for reference. The heading "Theory and Practice of Teaching," by a blunder of the compositor, is made to read "Theology and Practice of Teaching." County Boards will understand that teachers are not examined in "Theology."

Roll of Honor of Brooklyn Grammar School, for the term ending December 4th, 1866. J. A. Louttit.

Girls:—Jennie Shuey, Mary Shuey, and Sarah Shuey.

Boys:—Henry Lynch, Jerome Hart.

Resident Editors' Department.

Health of School Children.—The Medical School of Middlesex County, Mass., having considered for several successive meetings the influence of Public Schools on the health of children, has authorized the publication of the following maxims as the deliberate opinions of its members:

1st. No child should be allowed to attend school before the beginning of its sixth year.

2d. The duration of daily attendance (*including* the time given to recess and physical exercise) should not exceed four and a half hours for the Primary schools; six hours for other schools.

3d. There should be no study required out of school—unless at High Schools; and *this should not exceed one hour.*

4th. Recess should be devoted to play *outside the school room*—unless during very stormy weather—and as this time rightfully belongs to the pupils, they should not be deprived of it except for some serious offense; and those who are not deprived of it should not be allowed to *spend it in study;* and no child should ever be confined to the school room during an entire session. The *minimum* of recess time should be fifteen minutes in each session, and in Primary schools there should be more than one recess in each session.

5th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as *muscular training.* It should be practiced by both teachers and children for at least *five minutes* in every hour not broken by recess, and should be timed by music. In Primary schools every half-hour should be broken by exercise, recess, or singing.

6th. Ventilation should be amply provided for by *other means than open windows,* though these should be used in addition to the special means, during recess and exercise time.

7th. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary schools the slate should be used more and the books less, and instruction should be given as much as possible on the principles of "object teaching."—*R. I. Schoolmaster.*

Life Diploma.—The Life Diplomas awarded by the State Board of Education, will be forwarded on the receipt of five dollars—the fee required by law.

When a sufficient sum has accumulated on the hands of the State Board to defray the expense, a fine lithographic diploma will be issued in duplicate.

The Marysville Examination.—The State Board of Examination has issued a third grade State certificate to Miss Fronie Harvey, who was entitled to the same, on the result of the Marysville examination. The fact that a certificate was not issued to Miss Harvey, at the time the others were sent, was owing to the fact that the State Superintendent, the Secretary of the Board, accidentally omitted the name in filling out the list from the tabular statement of the Board.

At the time the State Superintendent filled out and signed the Marysville certificate, he was barely able to sit up, after a severe fever; which, perhaps, is a partial excuse for the oversight.

Our attention has been called to the omission by a teacher, who states that the State Superintendent has been charged with favoritism, in consequence. There seems to have been no little dissatisfaction about the result of that examination; and for general information of the parties concerned, we make a few statements:

When the State Superintendent left Marysville, the examination was only partially completed. The Board of County Superintendents and teachers, who assisted in conducting the examination, afterwards forwarded the results, in the shape of a tabular statement, to the State Superintendent, who called a meeting of the State Board of Examination, at his own house, when too sick to leave his room.

The Board, by unanimous vote, adopted a standard of per centages which was not high, taking into consideration the fact that the set of papers used was the easiest ever used by the Board.

No changes were made in the tabular statement sent to the Board, except that in two cases where the paper on Penmanship was omitted, the space was filled by twenty-five credits, or fifty per cent. of the perfect standard.

Owing to some misunderstanding, only a part of the applicants wrote a paper on "English Composition;" and in the case of those who did not write the paper, the standard was taken at nine hundred and fifty instead of one thousand credits.

The statement sent to this office was not summed, and owing to the sickness of the Superintendent, the work was given to his clerk. It may be possible that some mistakes were made; if so, the Superintendent is ready to correct them. The charge of "favoritism" is usually raised by some of those who fail in an examination; and the worse the failure, the greater the noise. If any of the disappointed applicants desire it, the State Board has no objection to publishing the names and per centages of all who entered the examination.

The record, however, would not be a creditable one for the profession. That some of the applicants failed to pass on the easiest State examination ever held, is not the fault of the State Board, nor is it the result of the favoritism of the State Superintendent.

State Normal School.—This school opened on the second of January, and every seat is taken, except three or four in the Senior class. No more applicants will be admitted until the opening of the next term in July.

Re-Election of Newton Bateman.—We congratulate the teachers of Illinois on the re-election of Newton Bateman. Himself a practical teacher, he was pre-eminently the teachers' candidate. His former reports are among the very ablest of our State Reports, and we are glad they are to be continued. From the annexed item, which we clip from the Chicago *Evening Journal*, it will be seen that the "Teachers' Candidate" made a good run:

"For Superintendent of Public Instruction—Whole number of votes cast, 350,471. Bateman received 203,230; Crebbs received 147,178. Bateman's majority, 56,061.

"From the above figures it will appear that Dr. Bateman received 194 votes more than Gen. Logan, and 367 votes more than Gen. Smith; also, that his majority is 74 in excess of Gen. Logan, and 700 in excess of Gen. Smith; so that the Doctor leads the State ticket. Whether compilation be made by the aggregate of votes received, or by majorities, this result, when it is considered that his official duties often require him to determine local controversies of a chronic and acrimonious character, in almost every school district of the State, is a very handsome and fitting tribute to the wisdom and impartiality with which he has performed his delicate and responsible duties."

Vallejo Public School.—Superintendent Simonton, the Principal of this school, has proved by his great success, that a teacher can attend to his school and make an excellent County Superintendent in addition.

The following is the Roll of Honor of this excellent school for the last term:

George Hyde, Frank Simonton, Charles Rand, Andrew McKnight, Richard McKnight, Wm. O'Brien, Mathew Walsh, Miss Jeannie Klink, Annie Klink, Mary Tobin, Dorothea Mitchaelis, Miss Ella and Hattie Barbour, Ella Likins, Mary Long, Julia Winegar, Clara Springer, Emma Colby, Theresa Maguire, Katie Kelly, Mary McKnight, Mary Hobbs, Ellen Casey, Mary Mitchaelis, Master John Wentworth, Charles Winegar, John Brownlie, M. Denis, Alfred Knight, John Knight, Miss Addie Doherty, Lizzie Byeroft, and Katie Elliott.

Whole number scholars enrolled for term	303
" " days in attendance	17,817
" " days' absence	2,100
" " times tardy	1,867
Average daily attendance	187
Largest number of scholars at any time	263

Length of term, four and three-quarters months, or ninety-five days.

Bancroft's Outline Map of California and the Pacific States.—This Map, begun two years ago, has just been received by the publishers. It is designed to be used in school, either with or without Clark's Geography. The map is of large size, correctly drawn, beautifully colored, and well mounted. The need of such a map is so evident to all teachers, that it is wholly unnecessary to comment on the importance of securing one for every school.

Roll of Honor—Pioneer School—Santa Clara County: J. B. Taylor, Teacher:

Sallie Easterday, John Easterday, Anistacia Redmond.

SACRAMENTO CITY EXAMINATION.

The following report of the examination of city teachers is taken from the *Sacramento Union:*

Examination of City Teachers.—The City Board of Examination closed last evening its investigation of the papers submitted by the candidates who had been examined for certificates as teachers in the city schools. There were thirty-four in all—ten for a Grammar certificate, eight for an Intermediate, and sixteen for a Primary. The result we give below. All the teachers now engaged in our city schools submitted their written papers, except M. L. Templeton, who holds a State certificate; Miss Jane M. Lyon, whose San Francisco certificate was recognized and indorsed by the Board; and Miss Florence M. Chamberlain, Principal of Primary No. 6, who, on account of ill health, resigns her position, much to the regret of the Board of Education, and the patrons of the school. Besides the city teachers there were seven applicants from outside. With the exception of reading, all the examinations were in writing, the questions being those put forth by the State Board, for the recent session of the Institute at Marysville. For a Primary certificate the candidates were examined in orthography, defining, reading, geography, English grammar, and practical arithmetic. For an Intermediate, in the same, with the addition of penmanship, History of the United States, physiology, School Law of California, and theory and practice of teaching. For a Grammar, the same as the last—more difficult words being substituted—and also in natural philosophy, English composition, algebra, and the Constitution and Government of the United States. Extra credits, not to exceed twenty-five for each, were to be allowed for ability to teach vocal music, drawing, school gymnastics, and for experience in teaching. As to this last item, the Board of Examiners fixed ten years as the limit for the twenty-five marks, and proportionally for a shorter time. Following, also, the example of the State Board, an extra credit of three per cent. was allowed for every paper that was neatly and correctly written, and properly folded and indorsed. This will account for the fact that so many of the applicants apparently exceeded perfection, or the general average of one hundred per cent. The members of the Board were very strict, as well as impartial, in their judgment upon the papers submitted, which were numbered merely, the names of the writers being known only to the Superintendent. Mere slips of the pen were marked as errors, and full deduction made for all mistakes. As a whole, while there were some papers that were in no degree creditable to the authors, it was the unanimous opinion of the Board, as well as of several other experienced teachers who were allowed to inspect the papers, that better ones were never laid before any Board of Examiners. All were obliged to write without any time or privilege being given to refer to any authority, and yet full one half of the papers may be well characterized as models of correctness, precision, and neatness. They are on file in the Superintendent's office, open to the inspection of all interested, who may desire to see for themselves whether either injustice has been done or undue praise given by the Board. The total result is highly creditable to the proficiency of the present teachers in the city schools. They are justly entitled, as a whole, to rank with those of the first class in the State.

Roll of Honor—Of the Public School, Franktown, Nevada, John Bagnall, teacher, January 8th, 1867:

Eugene Champion, Charles A. Perkins, Andrew H. Perkins, Reuben W. Perkins, John F. Owens, James Twaddle, Edward S. Champion, Thomas Twaddle, William T. Owens, Charles D Champion, Alba S. Woodward, Harvey L. Perkins, Alexander Twaddle, John C. Twaddle, James W. Smith, Ella E. Dunning, Lizzie J. Perking, Martha J. Perkins, Mary J. Owens, Maggie Twaddle, Ada F. Biekford, Zeniria Perking, Alice Perkins.

Sacramento Schools.—The annual report of Rev. Wm. H. Hill, City Superintendent of the Sacramento City Schools, has been published in the *Sacramento Union*. It is a clear statement of educational matters, showing a most satisfactory condition of the schools. We make the following extracts:

Condition and Progress of the Schools.—It is with pleasure that I can assure you that our schools were never in a better or more flourishing condition than they are at this time. During the year, one new Primary School has been established, and two school houses of wood erected, a more particular notice of which will appear in a subsequent part of this report. The annual examinations, last April, were more thorough and satisfactory than ever before. The graded system still justifies all the good words that have been said of it; and to it, more than to any other cause, may be attributed the real, as well as comparative excellence of our public schools. In the opinion of disinterested visitors, who have examined them, as well as in that of the undersigned, they are second to none in the State; or, if so, only to the best of those in San Francisco. In both cities, we fear not to challenge a comparison, not only with the private schools in our State, excellent as many of them are conceded to be, but with those in the more highly favored cities of the East. I have made it a special duty to visit all the schools at least once in each term, that I might personally inspect their condition and judge of the capability and fitness of the teachers and assistants for their positions.

Statistics of the Schools.—For the purpose of comparison, I will copy this paragraph from the report of 1865—premising that the schools of that year were more largely attended than in any previous year:

Number on the roll, 1,458, viz.: males, 749; females, 709. Average attendance, 1,061, or 73½ per cent. Of the whole number attending, 870 were born in California, 547 in States other than this, and 41 in foreign countries. The pupils were distributed thus: in Primaries, 901; in Intermediates, 270; in Ungraded, 48; in Colored, 47; in Grammar, 147; in High, 45. The average attendance in the Primaries was 69¼ per cent.; Intermediate, 73; in Ungraded, 85½; Colored, 70; Grammar, 87; and High, 77½—being a mean average as above, of 73½ per cent. Classified as to studies, there is this division: in Primer, or A B C Class, 172; spelling, 1,259; reading, 1,236; writing, 1,059; vocal music, 1,162; geography, 856; arithmetic, 925; English grammar, 135; history, 51; algebra, 21; composition, 173; natural philosophy, 19; physiology, 44; geometry, 10; rhetoric, 21; chemistry, 7; Latin, 20; declamation, 89; French, 4.

For the year 1866 I give the statistics for each of the three terms. For that closing in April, there were pupils enrolled, 1,624 viz.: boys, 845; girls, 770. The average attendance was 1,179, or 72¾ per cent. Of these 992 were born in California, 479 in other States, and 53 in foreign countries. These pupils were distributed as follows: In the Primaries, 1,036; Intermediates, 200; Ungraded, 42; Colored, 61; Grammar, 150; and High, 45.

For the term ending in August, there were enrolled, 1,720, viz.: boys, 905, girls, 815, average attendance, 1,238, or 72 per cent. Of these, 1,109 were born in California, 504 in other States, and 50 in foreign countries. In the Primaries, 1,032; Intermediates, 357; Ungraded, 37; Colored, 57; Grammar, 181; High, 56.

For the term closing on Friday, December 21st, the following statistics are given in the teachers' reports filed in this office. Number on the roll, 1,524, viz.: boys, 750; girls, 744; average attendance, 1,110, or 72½ per cent. There were born in California, 1,010; in other States, 460; and in foreign countries, 54. The pupils were thus distributed: in the Primaries, 898; Intermediates, 321; Ungraded, 44; Colored, 49; Grammar, 164; High, 48. The average attendance in the Primaries was 70¼ per cent.; in the Intermediates, 75½; Ungraded, 85½; Colored, 75½; Grammar, 73¾; High, 83½. The pupils are thus classified as to studies: in A B C and Primer Class, 124; spelling, 1,310; reading, 1,307; writing, 1,242; vocal music, 1,496; geography, 1,055; arithmetic, 1,266; English grammar, 179; history, 44; algebra, 21; composition, 213; natural philosophy,

13; physiology, 34; geometry, 11; rhetoric, 22; chemistry, 8; Latin, 27; declamation, 18; French, 10; geology, 8; English literature, 8; Greek, 6; botany, 13.

For the whole year, the average number on the roll has been 1,622. In 1865, the number was 1,446, showing an increase in 1866 over 1865 of 176.

Salaries.—The salaries paid the teachers are: For the assistants in the Primary Schools, seven in number, $35 each per month; Assistants in the Intermediate Schools, three in number, $45 each; for the Monitress in the "Ungraded" and Colored School, $15 each; for the Second Assistants in the Grammar School, $65 each; for the First Assistant in the Grammar School, and for the Principals of the Primary and "Ungraded" Schools, $80 each; for the Assistant in the High School and Principals of the Intermediates, $85 each; for the Principal of the Colored School, $90; of the Grammar, $135; and of the High School, $150. The pay roll for the teachers now amounts to $2,040 per month, for ten months in the year. The vacations, during which no salaries are paid, are the month of September and two weeks each at the end of the December and April terms.

Discipline of the Schools.—On this topic it will suffice to copy and indorse, as appropriate to this year also, this extract from the last annual report:

"Corporal punishment is still administered in all the schools, except the High, but is practically reduced in all to nearly the minimum amount. The teachers, I find, are quite anxious, if it is possible, to return to this office a monthly report that 'No corporal punishment has been inflicted,' and a goodly number of such reports, I am happy to state, have been made during the year. The discipline of such schools, I have noticed, has been no worse on account of this disuse of the rod. As a general thing, there is more disorder in those which return regularly a long roll of the whipped than in the others. When teachers have learned thoroughly to govern themselves, they will have but little trouble with their pupils. No amount of the discipline of the rod will supply the deficiency if that self-training and government is wanting. The suspensions and expulsions during the year have been very few, considering the many hundreds of pupils who have attended school. The precocious rascals, few in number, I am pleased to say, who have undertaken to revenge their expulsion by outrages upon or about the school houses, have soon been taught that such a course is not profitable. I have uniformly placed such under the surveillance of the police, and I have to thank Chief Burke and his assistants for the prompt attention they have uniformly paid to all requests of this character emanating from this office. Their action has diffused a wholesome awe through all the schools, and helped Superintendent and teachers to maintain good order and discipline therein."

The School Census.—The census of the school children in this city, which was taken in June last, exhibits, at least, one pleasing fact. If the number of children be any criterion, then it is very certain that the population of our city has not diminished. The same Marshal, John Tingman, was employed in 1865 and 1866, and the census was never more carefully taken than in these years. The School Law of 1866 changed the apportionment of school money—the range now being from five to fifteen years, instead of from four to eighteen, as heretofore. At the same time, it was provided that all under twenty-one years of age might attend the schools without charge. It appears from the census of 1865, that the whole number of children then in this city under eighteen years of age, was 3,527—while that of 1866 gives us the gratifying fact that the number in June last, under fifteen years, was 3,524, or only three less than there were under eighteen in 1865. By the apportionment, we gain in our comparison with the children in the county, although the number between five and fifteen in 1866 is 151 less than those between four and eighteen in 1865. When it is stated that on account of this change, the City of San Francisco, notwithstanding its great increase of population, actually loses 3,193 on the apportionment—the figures being 20,581 for 1865, and 17,388 for 1866—while Sacramento loses but 151, the inference drawn therefrom, as to the

decided increase in our population, is certainly as legitimate as it is gratifying. The details of the census of 1866 give the following summary: Total number of white children in the city under fifteen years of age, 3,372; colored, 99; Indian, 10; Mongolian, (between five and fifteen) 38; deaf and dumb, 5. Total in the city, under fifteen, 3,524; of these, 264 were returned as attending private schools, as against 359 in 1865.

Mongolians.—Several years since I called the attention of the Board and of our citizens to the rapidly increasing number of Mongolian children in our city, and suggested that at no distant day the question would become an important one—What shall be done with them? Shall they be educated, and thus an effort be made in part to rescue them from the degradation, sin, and crime amidst which they now live? or shall they be left to grow up and add to the moral pestilences in our midst, of which we have an abundance and to spare? Is it not time that some practical answer to these most practical questions should at least be considered—even if no definite plan be adopted? I again commend this subject to our citizens. As a Board we have not as yet the means to establish a school for these Chinese children, nor the power to compel their attendance were one in operation. In San Francisco one has been established, but with what success it has met I am not advised. These children are in our streets. Their mothers, as all know, are, without exception, abandoned women and totally unfit for the work of training up children. These little Mongolians—as any one may test by trial—are precocious fellows, and will become expert thieves and vagabonds if we do nothing for them to avert the evil. Is it wise to close our eyes to the possibilities and almost certainties of the next half-dozen years? Will it not be cheaper to educate, instruct, and save them now than it will be to punish them or suffer from their depredations hereafter? Here is work for the Christian and the philanthropist, and it cannot be commenced too soon. I understand that a Sunday School, attended by some twenty-five or thirty boys and adults, is now taught in the Sixth-street Methodist Church, and with encouraging prospects. Cannot other denominations follow suit, and a half-dozen schools be started instead of this one? Did our funds justify the outlay, I would recommend the establishment of a school for Chinese children immediately, and ask from the proper authorities the power to compel these scores of precocious Mongolians to attend. It is, unfortunately, otherwise, and I can only make my appeal and suggestion to the benevolent and philanthropic public.

Cost of Schools.—The expenses properly chargeable upon the several schools have been as follows: For the seven Primaries, $10,811.69, being an average of $1,544.52 for each; for the three Intermediates, $5,298.77, an average of $1,766.26 for each; for the Grammar, $1,883.94, or an average of $1,627.98 for each grade; for the High, $3,055.24; for the Ungraded, $1,510.10; and for the Colored, $1,540.97.

The cost per pupil has been $10.95 per year, or $3.63 per term of three and one third months, in the Primary Schools; $16.40 per year, or $5.47 per term, in the Intermediates; $29.60 per year, or $9.87 per term in the Grammar; $61.10 per year, or $20.36 per term in the High; $36.83 per year, or $12.28 per term in the Ungraded; $27.52 per year, or $9.17 per term in the Colored.

The California Contribution.—The Chicago *Evening Journal* says: "The Hon. Newton Bateman has just received a draft from California for one thousand five hundred and twenty-one dollars and forty-six cents, forwarded by Hon. John Swett, Superintendent of Public Instruction of that State, being the first installment of funds contributed by the public school children of California, for the National Lincoln Monument. No one has entered more generously and heartily into this patriotic enterprise than Mr. Swett, nor have the public school children of any other State a nobler record, in connection therewith, than those of California. All honor to the Golden State of the Pacific, and to her noble Superintendent of Public Instruction."

Obituary.—Died, in Placerville, Dec. 12th, 1866, Mary A. Burlingame. Miss Burlingame was one of the most earnest, devoted, and accomplished teachers in the State. She first engaged in teaching at Watertown, New York; then her failing health caused her to seek the milder climate of the South, and she was engaged in teaching at Rodney, Mississippi, from 1858 to 1860.

She left the South, for Memphis, on the last boat of the river, before the blockade; and on her way north to Louisville, passed through the lines of both Rebel and Union armies. She arrived in this State in 1863, hoping to find relief in this mild climate from an affection of the throat and lungs. She passed the State examination in May, 1863, secured a State Diploma, and soon after engaged in teaching at Placerville, in which school she was eminently successful, and where she remained two years.

She then accepted a position in the San José Institute, as teacher of Mathematics and higher English studies; but the change of climate from the dry mountain air to the dampness of the seacoast, proved very unfavorable; her health failed, and she returned to Placerville, where, after suffering a year from that most trying disease, consumption, she passed peacefully away from the school of life. All who knew her, loved her, and she was attended during her long sickness, with the utmost kindness by devoted friends. She often said: "God has sent his angels to take care of me."

Miss Burlingame was a teacher of more than ordinary attainments and ability. She excelled in that noblest work of the teacher—the formation of character. Had she lived a few days longer, she would have received a "State Life Diploma" with the list issued December 27th, 1866, by the State Board of Education. [*New York Teacher*, please copy.]

Personal.—Prof. J. M. Sibley, member of the State Board of Education, and recently engaged in the Oakland College School, has been elected as an Assistant Teacher in the San Francisco Boys' High School. Prof. Sibley is a thorough teacher, a ripe scholar, and a genial man, who will fill his new position with credit to himself and the school.

Mr. A. T. Winn, who has recently been engaged in teaching the Napa Grammar School, takes the place of Mr. Sibley in the Oakland College School. Mr. Winn is a successful teacher, who holds a State Diploma, a Diploma of graduation from Harvard College, and, in addition, a good education and ideas of his own.

Mr. John A. Moore has resigned his position as teacher in the Industrial School, and takes charge of the Grammar School at Martinez. He is an experienced and successful teacher.

Capt. Joseph C. Morrill succeeds Mr. Moore in the Industrial School. Mr. Morrill was for six years principal of the Spring Valley Grammar School in this city, in which position he won an enviable reputation as a teacher and a man. After serving in the Army during the war, he comes back to resume his profession of teaching. No man in the State is better fitted for the responsible position which he fills in the Industrial School, and we trust the Trustees will recognize his talents, ability, and peculiar fitness for the place, by paying him a reasonable salary of at least $125 a month.

Miss Julia P. Brigham has taken charge of one of the schools at Santa Clara.

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SCHOOL ORGANIZATION.

E. J. SCHELLHOUS.

At the Teachers' Joint Institute, recently held in Marysville, a desire was manifested by a large number of teachers, to learn something more of school organization and programme of daily exercise. I felt a desire to contribute what I had learned by experience and observation, but was prevented from doing so by being absent a good portion of the time in the examination room. I concluded I would send some thoughts and suggestions on this subject; and if you think they are worthy, you may give them a place in the journal.

The principal objects aimed at, and to be considered, are: First, economy of time and labor; second, methodical procedure that will insure—third, facility and uniformity of operation.

A systematic division of time, and a strict adherence to the order marked out, is certainly an important condition in the arrangement of the exercises of the school-room. The habit of system and order thus formed will be valuable after the school days have passed away.

The evidences of economy characterize all the operations of Nature: so wonderfully exact is she, that not a particle of matter is ever lost, or uselessly employed. We might illustrate this in the process of respiration. The air inhaled into the lungs, after supplying the blood with oxygen, and receiving the waste matter from the

blood, being loaded with vapor and impurities, is still employed in the production of the human voice, with its varied powers of expression and melodious sweetness. Nor is this all: this expired air furnishes to the vegetable world its supply of carbon.

The question is: *How* can we economize time and labor to the best advantage? I answer: By appropriating a certain and definite period of time for each exercise of the day, and strictly adhering to it. This is one of the means, and we cannot attach too much importance to it. It is no easy matter to assign to each scholar his daily routine of study and recitation, giving a just proportion of time to each, and in proper order.

There is such a variety of school houses and school furniture, that no model programme, however perfect in itself, would answer for all; and it is only a *general plan*, by which to illustrate the method of arranging a programme, so as to fulfill the indications required, that can be presented. The teacher must exercise his own ingenuity and tact, and apply the order of study and recitation according to the circumstances and conditions of his own school.

The exercises should be regular, uniform, and in such order that the study of each lesson will immediately precede its recitation.

Let us suppose an unclassified school, consisting of forty scholars. Let those who are to learn the alphabet, and call the easiest words at sight, constitute Class A; those able to read easy words, and spell them, make up Class B; those able to read at sight and spell readily in two or three syllables, consist of Class C; those able to read fluently, and spell with facility, form Class D; and all those more advanced will make up Class E. I would make reading the standard of classification, taking, of course, age and other conditions into consideration.

It will be observed that a programme like the following, if strictly carried out, will result in a complete organization of the school. There is no need of an unclassified school, however large, containing more than five divisions; and smaller schools may contain less. In this manner, any school may be as effectually graded, and as systematically conducted, as the best city schools, and conforming equally as well to the grades prescribed by the State Board of Education. This programme is designed to aid young teachers, especially those teaching country schools.

DAILY PROGRAMME.

"A TIME FOR EVERYTHING, AND EVERYTHING IN ITS TIME."

TIME. A.M.	RECITATIONS.	TIME. A.M.	STUDIES, ETC.
H. M.		H. M.	
9 00	General exercises.....	9 00	General exercises.
9 10	A, chart and reading.....	9 10	B, slate. C, D and E, reading lesson.
9 20	B, First Reader.....	9 20	A, slate or blackboard exercise.
9 30	C, Second Reader.....	9 30	B, slate or blackboard exercise.
9 50	D, Third Reader.....	9 50	A, counting objects, one by one, up to 10 or 20. B, grouping objects by twos, threes, etc., up to fives. C, grouping objects by fives up to tens.
10 20	E, Fourth Reader.....	10 20	Recess for A, B and C.
10 40	Recess.....	10 40	Recess.
11 00	A, reading and spelling...	11 00	B, printing spelling lesson on slate. C, mental arithmetic. D and E, written arithmetic.
11 10	B, spelling.....	11 10	A, copying or drawing from chart.
11 20	C, mental arithmetic.....	11 20	B, copying or drawing from chart.
11 30	D, arithmetic	11 30	Intermission for A, B and C.
11 45	E, arithmetic.....	11 45	D, Grammar (Greene's Introductory).
12 00	*Intermission.*	12 00	*Intermission.*
P.M.		P.M.	
1 00	A and B, object lesson.....	1 00	D and E, grammar. C, geography (Allen's).
1 20	C, Allen's Geography.....	1 20	A and B, printing from charts.
1 30	D, grammar.....	1 30	C, drawing from charts.
1 50	E, grammar.....	1 50	D, geography (Cornell's Primary).
2 20	D, geography.....	2 20	E, geography (Warren's Intermediate).
2 40	Recess.....	2 40	Recess. Dismission for A, B and C.
3 00	E, geography.....	3 00	D, spelling.
3 20	Penmanship.....	3 20	Penmanship.
3 40	E, dictation spelling.....		
3 50	D, oral spelling.....		

The programme, thus adopted, should be changed so as to meet the particular requirements of the school ; and although it may appear difficult at first, some systematic method of conducting a school must be adopted to insure success.

In large schools, where other studies are pursued, the teacher can preserve the order of his programme by alternating them. Thus reading (Class E) can alternate with physiology, or geography with history, or arithmetic with book-keeping, etc.

Time for reviews of various lessons could be found, by setting aside the regular lessons for some particular day once a week, at the discretion of the teacher, and for other exercises, as spelling, declamation, composition, etc., a part of one day, once a week.

It is the *time* and *order* of exercise that is to be considered : that time may be employed as the teacher sees fit; but the idea is to employ it in some uniform and systematic order.

There is no better method of governing a school that I am aware of, than in keeping every scholar busily employed during school

hours. Idleness is the bane of the school-room, and where children have no time to indulge in mischief, the teacher has little trouble in keeping them out of it.

MULTIPLICITY OF STUDIES.

Among the many causes which tend to render school teaching an irksome routine of trifling duties, and its results too often meagre, are the multiplicity of studies, and the endless subdivisions of the school into classes. These evils present themselves in all grades of schools, from the high to the primary. We have seldom witnessed a more painfully ludicrous exhibition of these faults than was presented in a high school which we visited a short time since, in a neighboring town. The teacher, remarking that he had fallen a *little* behind his time, proceeded to call up his classes; one after another came upon the stand, and he actually heard the recitations of five classes in the space of *twenty-five minutes!* This, we are aware, is an exceptional case, but it is a type of an evil that exists even in some high schools.

A grammar school implies a limited number of classes, and a well graded system; and yet the evil alluded to often proves a sad hindrance to their progress. But a few years since, in one of our New England cities, by the regulations of the school board, the recitations were limited to ten minutes, precluding the possibility of any training of the judgment in recitations, and making fluency the only test of scholarship.

But it is in the district school, with its thirty recitations a day, that the height of the absurdity of the system is reached. At the late educational meeting at Ogdensburg, one gentleman, who has had abundant opportunities for observation, expressed his contempt for the school teaching of our entire country, by declaring it to be a *humbug!* and another gentleman, who has resided at the seat of Government for many years, indorsed the remarks of the first speaker, and pointedly referred to New England in illustration, stating that of many applications for positions under Government, sent to him from all parts of the North, no others were so wretchedly written, or showed such ignorance of epistolary forms,

as those from the young men of New England. As a New England teacher, we were stung by the reproach so publicly visited upon the most deserving and faithful class of men and women in the land. But though the terms of reproach may not have been happily chosen, we could not but feel that the sentiment of the speaker was grounded in fact, and, with some important qualifications, must be admitted. The remarks alluded to had reference to a National Board of Education, or some form of national supervision of all the educational instrumentalities of the whole country. Were there such a department in the General Government, the topic we are discussing would require an early consideration, and the fault would be found to be in the system quite as much as in the teacher, to whom is often assigned an impossible task.

There is a limit to the number of classes in a single branch which one teacher can attend to in a given time, and especially is there a limit to the number of branches that he can teach well at the same time. If the classes are too numerous, the most practical part of the recitation is sacrificed, and the recitation becomes a mere repetition of what has been committed to memory. The acquisitions of the study hours are aliment undigested—a clog, and not a nutriment: education thus conducted is in keeping with the physical habits of a manufacturing people, who are "rung out" at twelve, run to their dinner, bolt it, and rush back to the mill at a quarter to one.

How many classes, then, may a teacher have? To this we reply, the age and condition, the degree of advancement and capacity of his pupils, must determine. In the primary school the exercises should be exceedingly varied, and the recitations, if this term will in any sense apply to the familiar conversations between teacher and pupils in this elementary process of instruction, should not generally exceed fifteen or twenty minutes. For the ordinary grade of grammar schools, where the time is mainly given to recitations proper, the time of a single recitation should not, we think, exceed forty-five minutes—thirty-five may be a better limit. Advancing to the high school, the recitations may extend to forty-five or fifty minutes.

If, now, we have a school session of three hours, we can have ten exercises of fifteen minutes each in the primary school, and

allow a half hour for recesses ; four exercises of forty minutes each in the grammar school, allowing twenty minutes for recess ; and three of about fifty minutes each in the high school, with the same allowance for recess.

All the departments of instruction in the primary school are essentially one. They are so elementary, and the progress from day to day is necessarily so slight, a good knowledge of the best methods of impressing elementary ideas, tact and patience in presenting suitable illustrations, are among the important pre-requisites to successful teaching in this grade ; and but a limited amount of daily preparation is required by the competent instructor to give the greatest efficiency to his teachings. There is a oneness in all the branches of study, and nothing to render a high degree of success impossible. If, indeed, the text of a child's arithmetic, a child's history, a child's geography, a child's botany, and physiology, is to be crowded into a child's brain, then the case is different.

But if we advance to the grammar school, we shall find real difficulties arising from the multiplicity of studies, not easy to be overcome. In this grade, no teacher can teach thoroughly six branches, or profitably instruct ten classes, in a single session of three hours.

He may be held responsible for teaching three branches well. He can profitably devote all his leisure hours in preparation for the three branches of reading, spelling, and English grammar, for instance. Let him become a professor in his art; let him aim to impart the best quality of instruction in vocal culture and the principles of oratory, in orthography and etymology, and in the various departments of English composition ; and upon these alone he can employ all his ingenuity and his strength, with profit to himself and to his pupils. To accomplish this, much careful daily preparation will be demanded even of the most thoroughly qualified teacher.—*Massachusetts Teacher.*

Department of Public Instruction.

ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND OF THE STATE OF CALIFORNIA, MADE FEBRUARY 4TH, 1867.

REPORT OF THE STATE CONTROLLER.

OFFICE OF CONTROLLER OF STATE,
SACRAMENTO, Cal., February 1st, 1867.

To the Superintendent of Public Instruction of the State of California:

SIR—In accordance with the provisions of "An Act to provide for a system of Common Schools," approved March 26th, 1866, I hereby report the securities belonging to the School Fund to be as follows:

In hands of State Treasurer, in trust for School Fund—		
California State Bonds of 1857	$556,000	
California State Bonds of 1860	36,000	
Soldiers' Relief Bonds	87,500	
Soldiers' Bounty Bonds	46,000	
Total (all 7 per cent. Bonds)		$725,500

The amount of money in the School Fund, this day, subject to apportionment, is two hundred sixty-nine thousand one hundred thirteen eighty-six one-hundredth dollars, ($269,113.86) and the sources from which it has accrued are as follows:

Interest on Bonds held by State Treasurer (due July 1st, 1866)		$23,820 41
Interest on Bonds held by State Treasurer (due January 1st, 1867)		25,392 50
Penalties for concealing property from Assessors		636 30
Property Tax of 1864 (5 per cent. on each $100)		721 64
Property Tax of 1865 (5 per cent. on each $100)		17,573 28
Property Tax of 1866 (8 per cent. on each $100)		115,517 61
½ State Poll Tax of 1865		7,194 03
½ State Poll Tax of 1866		42,741 21
Interest on State School Lands		41,370 93
		$274,967 91
From which deduct the following error made in reporting interest on Bonds in hands of State Treasurer, January 1st, 1864	$2,390 05	
Warrant to "California Teacher"	1,404 00	
Certificates of Register of Land Office of Lands proved not property of State, paid by County Treasurers	2,060 00	
		$5,854 05
Amount subject to apportionment		$269,113 86

Very respectfully,
Your obd't serv't,
GEORGE OULTON,
State Controller.

APPORTIONMENT.

Total number of census children between 5 and 15 years of age, entitled to receive school money, 84,024. Amount per child, $3.20.

STATEMENT BY COUNTIES AND SCHOOL DISTRICTS.

Alameda County.—Alameda, 102; Alvarado, 92; Alviso, 69; Bay, 34; Brooklyn, 260; Centreville, 124; Eden Vale, 153;

Encinal, 56; Eureka, 61; Lincoln, 46; Livermore, 75; Lockwood, 33; Mission San José, 63; Mission Peak, 22; Mowry's Landing, 32; Murray, 59; Oakland, 701; Ocean View, 91; Peralta, 66; Pleasanton, 98; Redwood, 28; San Lorenzo, 90; Suñol, 22; Temiscal, 67; Union, 189; Washington, 57; Warm Springs, 52. Total, 2,742; amount, $8,774.40.

Alpine County.—Lincoln, 47; Webster, 55; Franklin, 48; Everett, 19. Total, 169; amount, $540.80.

Amador County.—Amador City, 69; Aqueduct City, 24; Buckeye Valley, 25; Buena Vista, 65; Clinton, 48; Drytown, 98; Fiddletown, 93; Franklin, 22; Forest Home, 58; Ione Valley, 110; Jackson, 196; Jackson Valley, 43; Lancha Plana, 90; Mountain Springs, 34; Miligan, 30; Oneida, 41; Puckerville, 44; Pine Grove, 68; Sutter Creek, 192; Union, 85; Union Church, 70; Upper Rancheria, 42; Van Winkle, 18; Volcano, 71; Williams, 39; Willow Springs, 55; Washington, 83. Total, 1,813; amount, $5,801.60.

Butte County.—Bangor, 40; Bidwell, 23; Butte Valley, 54; Central House, 11; Cherokee, 80; Chico, 193; Canyon Creek, 32; Delaplain, 48; Dayton, 77; Eureka, 36; Evansville, 41; Forbestown, 42; Hamilton, 41; Kimshew, 76; Live Oak, 96; Lone Tree, 34; Messila, 41; Morris Ravine, 18; Mountain Spring, 43; Mud Creek, 62; Oroville, 283; Oregon City, 34; Pine Creek, 59; Rio Seco, 52; Rock Creek, 75; Salem, 20; Sandy Gulch, 46; Stoneman, 18; Union, 17; Upham, 15; Wyandotte, 67; West Liberty, 28; Wyman's Ravine, 35; Osbourn, 12. Total, 1,849; amount, $5,916.80.

Calaveras County.—Altaville, 81; Angel's, 139; Brushville, 107; Camanche, 65; Campo Seco, 88; Cave City, 80; Chili Gulch, 81; Copperopolis, 351; Douglas Flat, 48; Mokelumne Hill, 170; Mosquito Gulch, 45; Murphy's, 210; Negro Gulch, 45; Petersburg, 67; Pleasant Springs, 37; San Andreas, 194; Spring Valley, 45; Telegraph City, 64; Upper Calaveritas, 83; Union, 56; Vallecito, 103; Washington Ranch, 29; West Point, 78. Total, 2,266; amount, $7,251.20.

Colusa County.—Butte Creek, 32; Colusa, 100; Franklin, 55; Grand Island, No. 1, 63; Grand Island, No. 2, 72; Grindstone, 27; Indian Valley, 37; Marion, 33; Princeton, 44; Plaza, 45; Stony Creek, 54; Union, 54. Total, 616; amount, $1,971.20.

Supplemental apportionment, for 1866, Grand Island District, 36 children, at $1.39—$50.04.

Contra Costa County.—Alamo, 100; Amador Valley, 29; Antioch, 86; Carbondale, no apportionment; Central, 53; Excelsior, 27; Green Valley, 39; Iron House, 28; Lafayette, 60; Liberty, 29; Martinez, 163; Morago, 52; Morgan Territory, 21; Mount Diablo, 79; Mount Pleasant, 80; Oak Grove, 81; Pacheco, 185; Pinole, 76; Pleasant Hill, 44; Rodeo Valley, 88; San Pablo, 142; San Ramon, 67; Somersville, 85; Sycamore Valley, 26; Tassajara, 30; Willow Spring, no apportionment. Total, 1,670; amount, $5,344.

Del Norte County.—Crescent, 139; Rowdy Creek, 25; Bradford, 15; Happy Camp, no returns. Total, 179; amount, $572.80.

El Dorado County.—Buckeye Flat, 117; Blair's, 59; Cedarville, 25; Carson Creek, 19; Clarksville, 38; Cold Springs, 50; Coloma, 103; Coyotaville, 14; Coon Hollow, 86; Deer Creek, 48; Diamond Springs, 111; Dry Creek, 30; El Dorado, 155; French Creek, 38; Georgetown, 126; Greenwood, 46; Green Valley, 43; Gold Hill, 40; Indian Diggings, 36; Jay Hawk, 50; Kelsey, 60; Latrobe, 77; Missouri Flat, 40; Mountain, 23; Mount Gregory, 22; Mount Aukum, 27; Mosquito, 25; Natoma, 22; Negro Hill, 22; Newtown, no apportionment; Oak Hill, 87; Pilot Hill, 41; Placerville, 428; Pleasant Valley, 67; Reservoir Hill, 67; Salmon Falls, 51; Smith's Flat, 56; Spanish Dry Diggings, 37; Tennessee, 38; Union Town, 49. Total, 2,473; amount, $7,913.60.

Fresno County.—Lake, 24; Kingston, 32; Scottsburg, 89; Hazleton, 45; Chinchilla, 76; Millerton, 17. Total, 283; amount, $905.60.

Humboldt County.—Arcata, 186; Eureka, 229; Bucksport,

82; Table Bluff, 87; Slide, 26; Eel River, 54; Hydesville, 91; Van Duzen, 29; Grizzly Bluff, 52; Island, 34; Ferndale, 77; Mattole, 68. Total, 1,015; amount, $3,248.

Inyo County.—Inyo, 41. Amount, $131.20.

Klamath County.—Klamath, 132. Amount, $422.40.

Lake County.—Upper Lake, 95; Franklin, 28; Pleasant Grove, 79; Lake Port, 72; Big Valley, 69; Kelsey Creek, 77; Rincon, 34; Loconoma, 42; Excelsior, 50; Lower Lake, 75; Cinnabar, 36. Total, 657; amount, $2,102.40.

Lassen County.—Janesville, 15; Lake, 21; Milford, 34; Richmond, 29; Susanville, 85; Susan River, 31; Soldier Bridge, 14; Stark, 21. Total, 250; amount, $800.

Los Angeles County.—Los Angeles, 1048; El Monte, 188; La Puenta, 111; San Gabriel, 138; Santa Anna, 278; Green Meadows, 140; Old Mission, 151; Los Neitos, 119; Wilmington, 95; Central, 55; Billona, 97; Silver, 84. Total, 2,504; amount, $8,012.80.

Marin County.—Franklin, 44; Saucelito, 57; Aurora, 43; Olima, 51; Bolinas, 74; San Antonio, 53; American Valley, 40; Chileno Valley, 31; Halleck, 25; San Rafael, 90; Dixie, 145; San Quentin, 15; Novato, 44; Clark, 18; Tomales, 38; Nicassio, 38; Ross Landing, 53. Total, 859; amount, $2,748.80.

Mariposa County.—Mariposa, 138; Hornitas, 178; Coulterville, 120; Bear Valley, 42; Quartzburg, 87; Princeton, 64; Sherlock's, 28; Sebastopol, 54; Cathay's Valley, 80. Total, 791; amount, $2,531.20.

Mendocino County.—Anderson, 86; Buchanan, 117; Big River, 180; Calpella, 34; Central, 33; Counts, 42; Cayote, 28; Fish Rock, 15; Garcia, 24; Gualla, 12; Gaskill, 45; Long Valley, 55; Little Lake, 66; Upper Little Lake, 43; Indian Creek, 23; Potter Valley, 58; Punta Arena, 29; Red Wood, 55; Little River, 94; Round Valley, 99; Sanel, 100; Union, 72; Ukiah, 246. Total, 1,556; amount, $4,979.20.

From this amount deduct $16, amount overdrawn in favor of this County at the last State apportionment, leaving balance due, $4,963.20.

Merced County.—Merced Falls, 43; Jefferson, 189; Pioneer, 81; Jackson, 54. Total, 367; amount, $1,174.40.

Monterey County.—Monterey, 399; San Juan, 342; Carmel, 127; Alisal, 102; Natividad, 105; Tembladero, 70; Springfield, 37; Lindley, 54; Carrollton, 122; San Antonio, 85. Total, 1,443; amount, $4,617.60.

Napa County.—Buchanan, 89; Carneros, 42; Chiles, 53; Cherry Valley, 48; Capel Valley, 18; Franklin, 19; Howard, 49; Hot Spring, 28; Jefferson, 60; Liberty, 54; Monroe, 58; Mountain, 22; Napa City, 303; Pope Valley, 28; Redwood, 47; Suscol, 54; St. Helena, 189; Soda Cañon, 35; Tucker, 48; Upper Pope Valley, 17; Wooden Valley, 64; Yount, 34. Total, 1,359; amount, $4,348.80.

Nevada County.—Altamont, 95; Allison Ranch, 91; Birchville, 50; Chalk Bluff, 69; Clear Creek and Penn, 73; Cherokee, 68; Columbia Hill, 54; Eureka, 114; Forest Springs, 166; French Corral, 68; Grass Valley, 774; Kentucky Flat, 43; Little York and Lowell, 61; Mooney Flat, 38; Nevada, 572; North San Juan, 153; North Bloomfield, 55; Oakland, 95; Omega, 27; Pleasant Valley, 37; Quaker Hill, 27; Rough and Ready, 95; Spencerville, 44; Sweetland, 77; Washington, 34. Total, 2,980; amount, $9,536.

Placer County.—Auburn, 131; Bath, 35; Coon Creek, 24; Dry Creek, 59; Deadwood, 13; Dutch Flat, 201; Forest Hill, 153; Franklin, 49; Gold Hill, 38; Gold Run, 88; Iowa Hill, 89; Illinoistown, 207; Last Chance, 22; Lisbon, 22; Lincoln, 90; Lone Star, 13; Michigan Bluff, 93; Mount Pleasant, 29; Neilsburg, 36; Newcastle, 57; Norwich, 27; Ophir, 65; Pleasant Grove, 20; Rattlesnake, 48; Rock Creek, 42; Smithville, 50; Stewart's Flat, 35; Todd's Valley, 47; Union, 15; Wisconsin Hill, 29; Washington, 32; Yankee Jim, 55. Total, 1,914; amount, $6,124.80.

Plumas County.—Taylor, 70; Greenville, 87; Mohawk, 50; La Porte, 76; Crescent, 43; Port Wine, 28; Quincy, 63; Pioneer, 65; Union, 13; Seneca, 32; Spanish Peak, 29; Pilot Peak, 14. Total, 570; amount, $1,824.

Sacramento County.—Alabama, 59; American, 53; American River, 59; Ashland, 42; Brighton, 34; Buckeye, 23; Centre, 18; Davis, 37; Dry Creek, 43; Eagle Point, 19; Elk Grove, 53; Enterprise, 70; Elder Creek, 45; Excelsior, 29; Franklin, 56; Freeport, 21; Granite, 196; Georgiana, 35; Grant, 47; Hicksville, 54; Jackson, 57; Katesville, 33; Kinney, 77; Laguna, 37; Live Oak, 91; Lincoln, 47; Magnolia, 29; Michigan Bar, 62; Mokelumne, 30; Natoma, 36; Oak Grove, 39; Onisbo, 24; Pleasant Grove, 87; Point Pleasant, 31; Pacific, 40; Prairie, 24; Richland, 59; Rhoads, 42; San Joaquin, 35; Sutter, 71; Sylvan, 80; Union, 40; Viola, 44; West Union, 40; Walnut Grove, 41; White Rock, 55; Wilson, 27; Sacramento City, 2,113. Total, 4,384; amount, $14,028.80.

San Bernardino County.—City District, 348; Mount Vernon, 92; Mill, 61; Mission, 61; Warm Spring, 109; American, 102; San Salvidor, 173; San Timoteo, 56; Santa Anna, 46; Juappa, 69; Temiseal, 32. Total, 1,149; amount, $3,676.80.

San Diego County.—Total, 342; amount, $1,094.40.

San Francisco—City and County. Total, 17,388; amount, $55,641.60.

San Joaquin County.—Alpine, 43; Athearn, 22; August, 41; Burwood, 24; Chartville, 32; Charity Dale, 41; Columbia, 30; Castle, 51; Calaveras, 13; Douglas, 53; Davis, 38; Dry Creek, 45; Delphi, 54; Everett, 34; Elkhorn, 58; Enterprise, 25; French Camp, 58; Franklin, 43; Fairview, 15; Gard, 19; Greenwood, 47; Houston, 42; Henderson, 33; Harmony Grove, 46; Linden, 100; Liberty, 69; Lincoln, 25; Live Oak, 42; La Fayette, 30; Lockeford, 82; Moore, 36; Madison, 51; Moulder, 24; Mokelumne, 57; Mount Carmel, 41; McKanny, 82; North, 92; River, 23; Rigdon, 34; Stockton, 830; Stanislaus, 24; Salem, 50; Shady Grove, 38; San Joaquin, 37; Telegraph, 49; Turner,

35; Tulare, 80; Union, 29; Van Allen, 49; Vineyard, 147; Woods, 66; Washington, 29; Weber, 79; Wells, 29; Zinc House, 41. Total, 3,307; amount, $10,582.40.

San Louis Obispo County.—Mission, 284; San Simeon, 111; Salinas, 55; Arroyo Grande, 56; El Moro, 39. Total, 545; amount, $1,744.

San Mateo County.—Jefferson, 71; San Bruno, 70; Milbrae, 35; San Mateo, 81; Belmont, 28; Redwood City, 146; Searsville, 84; Woodside, 39; West Union, 40; Laguna, 79; Half Moon Bay, 142; Purissima, 118. Total, 933; amount, $2,985.60.

Santa Barbara County.—San Buenaventura, 383; Montecito, 179; Santa Barbara, 681. Total, 1,243; amount, $3,977.60.

Santa Clara County.—Adams, 54; Alviso, 73; Berryessa, 82; Braly, 62; Burnett, 67; Calaveras, 34; Cambrin, 55; Carneadero, 91; Evergreen, 51; Franklin, 50; Gilroy, 96; Guadalupe, 83; Hamilton, 54; Hester, 87; Hill, 275; Jackson, 58; Jefferson, 58; Lafayette, no appt.; Laguna, 14; Lexington, 40; Lincoln, 56; Live Oak, 35; Los Gatos, 46; Mayfield, 106; Milliken, 46; Milpitas, 78; Mission Peak, 4; Moreland, 72; Mount Pleasant, 38; Mountain View, 134; New Almaden, 133; Oak Grove, 87; Orchard Street, 71; Pala, 42; Pioneer, 90; Redwood, 56; Rhodes, 48; Santa Clara, 377; San José, 955; San Ysidrio, 73; Silver Creek, 60; Summit, 17; Union, 51; Willow Glen, 45. Total, 4,104; amount, $13,132.80.

Santa Cruz County.—Santa Cruz, 348; Pajaro, 325; Soquel, 240; Pescadero, 68; San Andreas, 36; Oak Grove, 172; Roache, 157; San Lorenzo, 33; Happy Valley, 18; Bay View, 62; Carlton, 79; Grant, 59; Union, 92; Scott's Valley, 44; Petroleum, 23. Total, 1,756; amount, $5,619.20.

Shasta County.—Shasta, 168; Roaring River, 34; Millville, 45; Clear Creek, 53; Eagle Creek, 31; Cañon House, 29; French Gulch, 61; Little Cow Creek, 35; Copper City, 25; Whiskeytown, 25; Cottonwood, 18; Piety Hill, 26; Stillwater, 21; Buckeye, 19; American Ranch, 16; Parkville, 41; Oak Run, 21;

Clover Creek, 28; Oak Knoll, 30; Texas Springs, 35; Sierra, 50. Total, 811; amount, $2,595.20.

Sierra County.—Forest City, 37; Morristown, 21; Union, 69; Gibsonville, 41; Goodyear's, 47; Downieville, 165; Eureka, 20; Mount Pleasant, 14; Table Rock, 131; Indian Valley, 37; Washington, 21; Plum Valley, 35; Meredith, 26; Alleghany, 94; Alpine, 15; Sierra Valley, 62; Loyalton, 41; St. Louis, 30; Antelope, 19. Total, 925; amount, $2,960.

Siskiyou County.—Butteville, 40; Centre, 35; Cottonwood, 33; Douglas, 17; Franklin, 36; Green Horn, 55; Hawkinsville, 29; Humbug, 30; Little Shasta, 72; Lincoln, 37; Quartz Valley, 46; Scott River, 57; Scott Valley, 58; South Fork, 43; Shasta Valley, 33; Union, 8; Washington, 49; Willow Creek, 37; Yreka, 210. Total, 925; amount, $2,960.

Solano County.—American Cañon, 55; Alamo, 55; Benicia, 339; Bunker Hill, 70; Binghamton, 31; Crystal, 106; Center, 63; Dover, 43; Denverton, 17; Fairfield, 74; Grant, 57; Green Valley, No. 1, 116; Green Valley, No. 2, 25; Gomer, 61; King, 20; Mountain, 25; Maine Prairie, 37; Montezuma, 47; Oak Dale, 21; Pitts, 80; Pleasant Valley, 23; Rio Vista, 71; Suisun, 79; Silveyville, 113; Fremont, No. 1, 52; Fremont, No. 2, 29; Fremont, No. 3, 15; Ulatis, 103; Union, 37; Vallejo, 461. Total, 2,325; amount, $7,440.

Sonoma County.—American Valley, 31; Bodega, 73; Bloomfield, 108; Burnside, 45; Big Valley, 30; Burns, 53; Cinnibar, 60; Cloverdale, 72; Copeland, 30; Court House, 256; Coleman Valley, 31; Dry Creek, 85; Dunbar, 54; Dunham, 71; Eureka, 40; Guilford, 73; Green Valley, 53; Geyserville, 53; Guillicos, 15; Hall, 41; Healdsburg, 302; Hill, 72; Hamilton, 60; Independence, 46; Iowa, 39; Knight's Valley, 70; Laguna, 57; Liberty, 49; Lewis, 27; Lafayette, 66; Lake, 63; Mill Creek, 46; Manzanita, 62; Miriam, 90; Maacama, 35; Mount Vernon, 53; Mark West, 55; Mountain, 23; Oak Grove, 70; Occidental, 43; Oriental, 36; Prewitt, 73; Petaluma, 700; Piner, 87; Payran, 64; Pacific, 34; Pleasant Hill, 57; Potter, 70; Rincon, 53; Redwood, 63; Russian River, 52; Santa Rosa, 30; Sonoma, 196;

Salt Point, 20; Scotta, 22; Strawberry, 43; Sotoyome, 40; Stony Point, 42; Steuben, 38; Stewart's Point, 38; San Antonio, 58; Todd's, 64; Wallace, 42; Windsor, 75; Watmaugh, 64; Waugh, 84; Washington, 35; Walker, 34; Wright's, 34. Total, 4,850; amount, $15,520.

Stanislaus County.—Adamsville, 53; Branch, 78; Bachelor Valley, 35; Camp Washington, 46; Dry Creek, 24; Empire, 37; Emory, 106; Farm Cottage, 32; Grant, 53; McHenry, 35; Tuolumne, 94. Total, 593; amount, $1,897.60.

Sutter County.—Bear River, 23; Fair View, 33; Live Oak, 38; Central, 32; Vernon, 47; Columbia, 25; Salem, 21; Sutter, 66; Browne, 37; West Butte, 38; Jefferson, 34; Gaither, 49; Washington, 34; Brittan, 47; Franklin, 18; Barry, 21; Yuba, 45; Lincoln, 35; Grant, 38; Union, 39; Nicholaus, 52; Buttesylvania, 31; Auburn, 53; Winship, 32; Meridian, 30; Illinois, 39; Slough, 24; Johnson, 24. Total, 1,005; amount, $3,216.

Tehama County.—Red Bluff, 228; Tehama, 88; Antelope, 84; Paskenta, 18; Blue Tent, 11; Stony Creek, 25; Reed's Creek, 30; Lassen, 34; Sierra, 39; Cottonwood, 35; Toomes, 32. Total, 624; amount, $1,996.80.

Trinity County.—Weaverville, 125; North Fork, 37; Lewiston, 30; Bates, 20; Douglas City, 53; Trinity Center, 31; Hay Fork, 37; Oregon Gulch, 42; Canyon City, 8. Total, 383; amount, $1,225.60.

Tulare County.—Cottonwood, 37; Deep Creek, 79; Elbow, 33; Elbow Creek, 32; Kawiah, 56; King's River, 21; Outside Creek, 55; Packwood, 50; Tule River, 149; Union, 50; Venice, 40; Visalia, 220; Willow, 39. Total, 861; amount, $2,755.20.

Tuolumne County.—Columbia, 383; Springfield, 111; Shaw's Flat, 93; Tuttletown, 66; Sonora, 428; Confidence, 60; Summersville, 52; Curtis Creek, 47; Jamestown, 130; Poverty Hill, 65; Montezuma, 55; Bear Creek, no app.; Chinese Camp, 122; Big Oak Flat, 107; Don Pedro's Bar, 48. Total, 1,767; amount, $5,654.40.

Yolo County.—Woodland, 182; Buchanan, 36; Washington, 96; Cottonwood, 44; Prairie, 28; Cache Creek, 22; Grafton, 86; Franklin, 41; Putah, 43; Buckeye, 39; Cacheville, 88; Grand Island, 24; Merritt, 69; Fillmore, 56; Fremont, 22; Plainfield, 72; Willow Slough, 25; Monument, 33; Pine Grove, 27; Cañon, 36; Union, 33; Woodland Prairie, 31; Richland, 8; Sacramento River, 35; Monitor, 36; Eureka, 36; Gordon, 42; Cäpay, 36; Fairfield, 19; Excelsior, 23; Enterprise, 47. Total, 1,415; amount, $4,528.

Yuba County.—Marysville, 738; Bear River, 25; Brophy's, 38; Brown's Valley, 90; Buckeye, 31; Cordua, 45; Elizabeth, 27; Garden Valley, 47; Hansonville, 27; Horn Cut, 32; Indian Ranch, 75; Linda, 49; Long Bar, 5; McDonald's, 23; New York, 67; Oregon House, 44; Peoria, 47; Plumas, 59; Roses Bar, 111; Slate Range, 109; Spring Valley, 38; Strawberry Valley, 29; Timbuctoo, 68; Virginia, 29; Yuba, 38. Total, 1,891; amount, $6,051.20.

Total number of census children		84,024
Amount per child		$3 20
Amount apportioned	$268,876 80	
Supplementary apportionment to Grand Island District, Colusa County	50 04	
Grand total	$268,926 84	
Deducting from this the amount overdrawn in favor of Mendocino County at the time of the last State apportionment	16 00	
There remains apportioned	$268,910 84	
Amount subject to apportionment as by report of the State Controller	269,113 86	
Balance unapportioned		$203 02

Department of Public Instruction, Feb. 4th, 1867.

JOHN SWETT,
Sup't Public Instruction.

STATE BOARD OF EXAMINATION.

STATE EDUCATIONAL DIPLOMAS ISSUED, VALID FOR SIX YEARS.

Jan., 1867. Ambrose H. Randall, San Joaquin County Examination, Melville Cottle, Superintendent.

" " Miss Amanda Loomis, Stockton, San Joaquin County Examination.

" " Thomas Nickolson, San José, Santa Clara County Examination, Wesley Tonner, Superintendent.

" " J. W. Anderson, Healdsburg, Sonoma County Examination, C. G. Ames, County Superintendent.

" " W. A. C. Smith, Healdsburg, Sonoma County Examination.

" " Thomas N. Stone, Yreka, on Diploma from N. Y. S. N. School, success in teaching, and efficiency as County Superintendent.

" " E. S. Lippitt, Petaluma, on professional success and ability.

" " Mrs. Louisa A. Clapp, on professional success, and San Francisco Certificate as High School Assistant.

" " Melville Cottle, on County Certificates, success in teaching, and efficiency as County Superintendent.

" " Mrs. C. R. Beales, on professional education and success in teaching in the California State Normal School.

FIRST GRADE STATE CERTIFICATES.

Jan., 1867. Mr. N. B. Garbrick, San Joaquin County Examination, Melville Cottle, Superintendent.

" " Mr. S. M. Shearer, Santa Clara County Examination, Wesley Tonner, Superintendent.

" " Miss P. Augusta Fink, California State Normal School Diploma, and four years' experience.

" " John C. Gray, Butte County, Special County Examination with State Papers, 81 per cent.

Jan., 1867. C. G. Warren, Butte County Special County Examination with State Papers, 83 per cent.

SECOND GRADE STATE CERTIFICATES.

Jan., 1867. Miss Sarah J. K. Oliver, San Joaquin County Examination.

" " Mr. M. C. Baker, State Certificate renewed.

" " Miss Valeria M. Taylor, on Normal School Diploma, McGiel Normal School, Canada.

" " Albert Leyser, on Second Grade City Certificate.

" " H. P. Stone, Soquel, on County Certificates, professional success, and efficiency as County Sup't.

" " Fred'k N. Campbell, Oakland, on professional success and ability.

" " Charles G. Ames, Santa Rosa, on County Certificates, and efficiency as County Superintendent.

" " Miss Kate Kennedy, on San Francisco Certificates, and professional success.

" " Wm. N. Granger, Marysville, on County Examination with State Papers, 97 per cent., seven years' experience in teaching.

To County Boards of Examination.—In the case of applicants who pass examination for State certificates before county boards, the State Board of Examination desire to have the original papers forwarded to the State Superintendent with the credits marked upon them, as given by the County Board. County Superintendents are cautioned not to let printed copies of questions pass out of the hands of the county examiners. The standard adopted by the State Board in the use of the last set of published questions was as follows: Diplomas, eighty-five per cent. and five years' experience in teaching; first grade certificates, seventy-five per cent. and two years' experience; second grade, sixty-five per cent. and one year's experience, or seventy per cent. without experience. If the papers from county boards bear evidence of critical marking, the same standard will be applied. County superintendents are requested to certify to the good character of the applicants whose names are forwarded, and also to their success in teaching.

STATE APPORTIONMENT.

The benefits resulting from a State School Tax begin to be appreciated. The present State apportionment is more than three times the apportionment in 1862. The following is a statement of the several State apportionments made from 1854 to the present time:

1854, $52,961; 1855, $63,662; 1856, $69,961; 1857, $78,057; 1858, $53,405; 1859, $72,319; 1860, $81,118; 1861, $81,461; 1862, $75,412; 1863, $145,537; 1864, $132,217; 1865, $168,828; 1866, $132,410; 1867, $268,910. Total—$1,476,248.

STATE INSTITUTE.—At the State Teachers' Institute, to be held in San Francisco during the first week of May next, there will be no State examination of teachers. County superintendents and teachers who desire to have any particular subject discussed in the Institute are invited to communicate the same to the State Superintendent at an early date.

OFFICIAL BLANKS.—All the various blanks required by school officers at the close of the school year in June next have been forwarded to county superintendents. If the supply sent is insufficient, county superintendents are requested to notify the State Superintendent, and make an exact statement of the additional supply needed.

STATE AND CITY EXAMINATIONS.—The next semi-annual State and City Examination of Teachers will be held in San Francisco during the first week of June next.

ADDITIONAL CONTRIBUTIONS TO THE NATIONAL LINCOLN MONUMENT.—Grant District, Solano County, Kate M. Winston, teacher, $3.00, currency; Taylor District, Plumas County, Miss W. H. Slaven, teacher, $5.50, gold; Eureka Grammar School, Humboldt County, $6.00, gold; Lincoln Primary, Miss Sullivan, teacher, San Francisco, $35.00, gold.

Resident Editors' Department.

HOLDERS OF STATE LIFE DIPLOMAS.

George W. Minns—Was born in Boston; educated in the public schools; graduated from Harvard College; studied law with Rufus Choate; came to California in 1854, and engaged in the practice of law. In 1856, was elected Teacher of Natural Sciences in the English High School; in 1863, was made Principal of the Boys' High School; and in 1864, was appointed Principal of the State Normal School, which position he now holds, though on leave of absence for a visit to the East.

Dudley C. Stone—Was born at Marietta, Ohio, 1828; educated at Marietta College, graduated in 1846, and received the degree of A.M. in 1849. He first engaged in teaching in the State of Louisiana, in Paydros College, Parish of Pointe Coupée, next in Baton Rouge, and afterwards in the public schools of New Orleans, until 1850, in the spring of which year he came to California, and engaged in farming and mining. He then went East for his family, and returned, *via* Cape Horn, in February, 1853. In 1854, he took charge of the public school at Marysville, in which place he has since been continuously engaged in teaching. Mr. Stone has been eminently successful in teaching, and has collected the finest school cabinet in the State.

James Stratton.—James Stratton was born in the town of Bolton, Massachusetts, in 1820; educated at Wilbraham Seminary, and graduated from the Bridgewater State Normal School in 1845. He taught his first school in Bridgewater, immediately after graduating, and was publicly examined before the first State Teachers' Institute held in Massachusetts; Horace Mann presided, and all the teachers of public schools in that town were required to appear before the Institute for examination, under penalty of forfeiting their positions. After teaching at Stow and Topsfield, Mass., and East Greenwich, R. I., he was appointed Principal of the High School at Westerly, R. I., where he remained three years. In 1852, he came to this State, and took charge of the Sacramento Seminary, under the direction of the Methodist Conference. The fire of 1852 and the succeeding flood suspended the school for a time, but in the spring it was re-opened in a huge canvas tent. In 1855, he engaged in quartz mining for several years, teaching a part of the time at Iowa Hill. Quartz mining resulting in more assessments than dividends, he removed to San Francisco, 1859, and engaged in teaching in the California Collegiate Institute and the public evening schools. In 1861, he was elected Principal of the Washington Grammar School, in which position he is at present engaged.

Ebenezer Knowlton.—Born at Skowhegan, Maine, November 18, 1835; educated in public and private schools, graduated at Amherst College in 1860; he is also a graduate of Dr. Lewis' Normal Institute of Physical Education, Boston, and was, for a time, a student in the Divinity School, at Cambridge, Mass. As special teacher of phonography and penmanship, he was engaged in the New York Conference Seminary, Mt. Holyoke Female Seminary, Amherst College, and the Salem, Mass., State Normal School; was principal of the following public schools: Grammar School, Kittery, Me.; Daniel Webster Academy, Fryeburg, Me.; Marblehead High School, Mass.; St. Louis High School, Missouri. He came to California in 1864, engaged in teaching elocution and gymnastics in various schools, including the State Normal School; lectured extensively in county institutes, and, in 1865, was elected Principal of the Rincon Grammar School, San Francisco.

Thomas C. Leonard—Came to this State in 1853; engaged in teaching in the county or ward schools of this city; in 1855, was elected Principal of the Mission Dolores School, where he continued until 1865, when he was elected as Teacher of Mathematics in the Boys' English High School, where he is at present engaged in teaching.

H. N. Nutting.—Born in Parkmon, Maine, 1838; graduated at Waterville College, in 1863; commenced teaching at the age of fifteen, and was engaged in various public schools in that State up to 1864, when he came to California. In this State he has taught public schools in Yolo and Butte Counties, and is, at present, Principal of the Grammar School at Redwood City.

Joseph D. Littlefield.—Born at Randolph, Mass.; educated at the Stetson High School, Randolph, Philips' Academy, Exeter, N. H., and Bridgewater, Mass., State Normal School. First engaged in teaching in the Institute for the Blind, South Boston; came to California in 1852; was engaged in mining four years; taught the public school at Benicia several years; afterwards, the public school at Petaluma; went to Arizona on a mining expedition in 1863, and has been engaged as a sub-master in the San Francisco Schools for the last three years.

Bernhard Marks—Was born in Poland, 1833; emigrated with his parents to the United States in 1836; educated in the New York public schools and Brown University; came to California in 1853; engaged in underground mining until 1859, in the meantime pursuing his studies with the zeal of an enthusiast. Taught two years in Columbia, Tuolumne County, two years in a private school in San Francisco, and has been engaged three years as Principal of the Spring Valley Grammar School. He is a student as well as a teacher, and has not yet finished his education.

George C. Mack.—Born at Marshfield, Vermont, 1830; educated in public schools and Thetford Academy, Vermont, then under charge of Hiram Orcutt; graduated from the English and Normal Department in 1853; was engaged nine terms as Principal of Hillsboro' Academy, Illinois; one year Principal of Girard

Union Graded School, Illinois; one year Principal of Litchfield Grammar School, Illinois; two years Principal of the Bunker Hill Graded School, Ill. Went to the State of Nevada in 1863; came to California in 1864; has since taught public schools in Solano and Napa Counties.

John M. Sibley.—Born in Worcester County, Mass.; fitted for college at Leicester Academy; entered Yale College in 1839, graduated in 1843; studied law one year; engaged in mercantile business until coming to this State in 1853; engaged in mining and a variety of pursuits incident to early California life; taught school in a miner's cabin in Butte County in 1856 and 1857; engaged in teaching the public school at Folsom in 1857, and there continued seven years; taught in the Oakland College School one year; six months in the Sonoma public school; and is now engaged as assistant teacher in the Boys' High School, San Francisco. Mr. Sibley was elected a member of the State Board of Education, in 1866, for a term of four years.

Miss Eliza W. Houghton—Was born in Waltham, Mass.; educated in the Waltham public and high schools, Mt. Holyoke Seminary, and was three years a member of George B. Emerson's School, Boston; first engaged in teaching in 1855 in the Harrisburg, Penn., Female Seminary; one year, next, in the Providence, R. I., High School, until 1864, when she was invited, by the unanimous vote of the Board of State Normal School Trustees, to come to this State to fill the place of Female Assistant in the State Normal School, in which place she is now engaged in teaching.

Miss Helen M. Clark—Was born in Canada; educated in the Toronto Normal School, and afterwards engaged for several years as teacher in the same school. Came to this State in 1863, and was engaged as teacher of the Training Department of the State Normal School for a period of two years. She is now teaching as Assistant in the Grammar Department of the Rincon School.

Miss Frances Lynch—Was born in Canton, Ohio; educated in Canton public schools; came to this State in 1863, and has since been engaged in teaching in the Grammar Department of the Rincon School.

Uncle Chuncle on Patience:

"The results were excellent, but it is doubtful that many teachers would have the patience that Miss A must have exercised to elicit them."—*Newspaper Scribbler.*

Patience! Patience, you donkey, had very little to do with it. Was it *patience* that made the glorious old star-gazer take his nightly station under the vaulted heavens, through an ordinary lifetime of your sort, until he discovered the Law of Eclipses? Was it *patience* that led Newton to his grand discoveries? Was it patience that invented the steam-engine, printing, the telegraph, the photograph, the thousand wonders of our century? If *patience* does these things, why haven't *you* done something worth recording? Patience, you old thistle-grinder, is hardly to be taken into the account at all. It's intellect that does it.

It's wisdom that does it. It's ingennity that does it. Patience! May I be granted patience to refrain from kicking you as you deserve. Do you mean to say that you could take Miss A's Class, and do with it what she has done, with even your extraordinary patience? Not if your ears depended upon it, you braying fool.

Patience don't make efficient teachers. It's your patient teacher who enjoys a two-hours' open-eyed nap in the middle of every school-day; who is always glad when school's out; who hugs and pats herself with delight when vacation is extended, and who always passes her examination by the delicate membrane of her pearly incisors.

Patience don't strike out into new paths. It never finds new methods. It never improves old apparatus. It never investigates laws of thought or springs of action. It sleeps, and sleeps, and sleeps. It's intellect, you horrible old quadruped, judgment, common-sense, ingennity, genius, energy, science, skill.

It's *impatience*, in a hundred forms, that makes donkeys stare with amazement at excellent results.

Remember that, and verify the old saying, if you can, that even a jackass never stumbles over the same stone twice.

D. U. T. Chuncle.

American Educational Monthly.—The January number of this monthly appears in a new dress, and in an enlarged form. It is the cheapest, ablest, and most original American monthly, and has the largest circulation of any educational journal in the United States. It deserves its success, for every number, during the past four years of its existence, has been full of valuable articles. Every teacher in this State who can possibly spare $1.50 should forward it to J. W. Schemerhorn & Company, 430 Broome street, New York City.

James Cruikshank—The long-time editor of the *New York Teacher*, has been called to assist Mr. Bulkley in superintending the Public Schools of Brooklyn, N. Y. No man in the Empire State is more worthy of honor. During an intimate acquaintance of fourteen years or more, we found him always true in heart, wise in effort, and manfully working in the educational world. From these Pacific shores that seem so far away to him, we are glad of an opportunity to say so much for our genial friend, and to express our cordial hope that in his new position he may find hearts and minds as pure and strong as we know his own to be.

Rules and Regulations.—The Public School Rules and Regulations adopted by the State Board of Education, have been printed on a large-sized sheet, to be publicly posted in every public school-room in the State. County Superintendents are requested to distribute them at once, and to see that teachers comply with the requisition. These sheets should be pasted on a piece of cardboard, to secure their preservation.

School Registers.—County Superintendents desiring a supply of Registers, are requested to forward their orders for the same.

National Lincoln Monument Fund.—Schools which have not yet contributed to this fund, will still have the opportunity. Several large counties, as yet, have not contributed a dime. Cannot Sonoma County send in a hundred dollars? What says Prof. Lippitt, of the large, flourishing, and patriotic school of Petaluma?

Personal.—Mr. H. D. Gough has taken charge of the public school at Napa.

Miss Susie D. Carey, a member of the second graduating class of the State Normal School, has been elected head assistant of the Union Grammar School.

Rev. W. T. Lucky has resigned his position as President of the Pacific Methodist College. Dr. Lucky is a veteran educator of great ability, and we wish him success in whatever field he may occupy.

Prof. Paul Pioda, formerly teacher of French in the San Francisco Boys' High School, has opened a private seminary and boarding school at Santa Cruz. His distinguished success as an educator in all the various positions which he has filled in this State will warrant us in expressing the opinion that he will establish one of the best institutions in the State.

Prof. Bolander has been elected Principal of the Cosmopolitan School, and Mrs. P. C. Cooke, head assistant.

Rev. S. D. Simonds has resigned his position as Principal of the City Colored School.

Henry L. Oak has taken charge of the Hayward Grammar School.

Skool Rools.—The Ironton *Register* says, that not many miles from that city, a young lady is teaching school, and sends the editor the following rules, provided her by the trustees for the government of her school:

"No swearin
"fitin
"quarrelin
"nicknamin
"goin into the water
"reslin an jumpin
"goin intu any persons vine-patches, or orchards, without the consent of the owner
"no pinchin
"stickin of pins intil each uther
"pullin of hair durin books
"cortin in skool
"Not more than one pupil must go out at a time, unless for wood, coal, or water
"No crackin of walnuts unless dried
"whisperin
"Those rules must be observed, for a violation of those rules will be punished with a lash, accordin to the verdict of the trustees."—*Wis. School Journal.*

Promising Material.—San Francisco has the best schools, the most public spirit, the finest climate, and the smartest boys extant. Who but a San Francisco school-boy could have soberly read in his class the noted passage on wine, as it was actually read the other day in this city. The selection in the book runs thus: "Wine is a mocker; strong drink is raging. Who hath babblings? Who hath wounds without cause? At last it biteth like a serpent, and stingeth like an adder." The youth read manfully thus: "Wine is a smoker; strong drink is riling. Who hath bubblings? Who hath worms without cause? At last, it biteth like a servant, and stingeth like an adler."

Report of State Normal School for the Month ending January 31st, 1867.—Whole number enrolled, 125. Whole number of females, 108; whole number of males, 17; average number belonging, 120; average daily attendance, 112; per centage of attendance, .93; number admitted, 30; number left, 2; number in Senior Class, 42; number in Junior Class, 41; number in Sub-Junior Class, 42; number of Counties represented, 24.

Report of the Training School—For the four weeks, commencing January 14th, ending February 8th: Whole number enrolled, 230; whole number of girls, 143; whole number of boys, 87; average number belonging, 222; average daily attendance, 208; per centage of attendance, .94.

Barnard's American Journal of Education—For December, presents a table of contents unusually interesting to educational men on this coast, inasmuch as two of the papers are directly upon California matters. "Public Instruction in the State of California" is a careful review of the First Biennial Report, and an excellent analysis of the Revised School Law. The closing article of the December number is upon the California Educational Society, and is accompanied by a very short biographical sketch of Superintendent Swett, and a fine steel engraving purporting to be his portrait. Inasmuch as the State Superintendent is some hundreds of miles from his office at the present writing, (being absent on an educational tour of the southern part of the State) it is safe for the Teacher to say that the biography, in Barnard's, is too short; that the portrait is too good looking, and that the State of California, in our opinion, had never a more signal proof of Heaven's favor than when the Hon. John Swett was placed at the head of the educational affairs of the commonwealth. Long may he stand there, and long may Barnard's Journal continue to perpetuate the name and fame of such educators.

What our Public Schools Cost.—The total amount of money expended for Public Schools in this State since 1851, as shown by the records and returns of the Department of Instruction, is $6,355,862.

Attendance on Public Schools.—The increased efficiency and popularity of our Public Schools will be evident from a careful examination of the following statement of the average daily attendance of the schools since 1860: 1860, 14,754; 1861, 17,804; 1862, 19,262; 1863, 19,992; 1864, 24,794; 1865, 29,592; 1866, 33,989.

THE AUTHORSHIP OF SHAKSPEARE. By Nathaniel Holmes. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 601.

We took up this book with little expectation of profit, since we have believed in Mr. Grant White's account of the personage who wrote the plays; but a somewhat careful reading of Mr. Holmes has left us very much in the fog about the whole matter. We confess that Mr. Holmes' theory is far more satisfactory than we had supposed. We could understand more of the miracle if we give Lord Bacon the credit of the authorship of Shakspeare. We always believed in him. He had the culture and the genius; and Mr. Holmes has almost convinced us he had the time. The style of Mr. Holmes is in the main excellent. We like his book; and while his theology is, in our opinion, execrable, we, fortunately, have other sources of information as to religious truth besides his book. We commend this volume as furnishing many excellent thoughts, as being an able work, as being in itself a literary curiosity, and as touching a subject of interest in the world of literature.

PARADISE LOST. A Poem in twelve books. By John Milton. A new edition, with explanatory notes. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 409.

Messrs. Hurd & Houghton have commenced a series of publications under the general title of "Riverside Classics," and have fitly placed the Paradise Lost at its head. This edition has been prepared under the advice, and with the assistance of Prof. Torrey, of Harvard University. The volume contains a brief biography of Milton; the poem by which he is best known; a judicious selection of the most favorite quotations from the poem, with references to the place where each may be found; and a well arranged index. It is of just the right size for convenience in reading, and the notes contain just the information required by those who are reading the poem without a previous extended classical knowledge. We only perform a duty in recommending to our readers this edition as on the whole the best they can obtain of Paradise Lost.

ST. ELMO. A Novel. By Augusta J. Evans. New York: Carleton. San Francisco: A. Roman & Co. pp. 571.

We do not expect that the fair frequenters of the Mercantile Library will enjoy this novel. It is a unique production. There is nothing, as a novel, like it in the heavens above, nor in the earth beneath, nor in the waters under the earth. We have met with one lady, we regret to say, in the course of our wanderings, who talked sometimes as the heroine in St. Elmo talks all the time; but she finally got married, and if the husband survived the occasion very long, we pity him. And yet there is that in the book which led us to read it through. The commonplace book of its authoress is well filled, and the selections made therefrom to fill out her heroine's small talk are in the main valuable. Besides, the purpose of the novel is a good one; and we accept the story as it stands, because we have an interest in ladies who read much, try to preserve what they read, and then to use it thoroughly. While, therefore, we should probably reject Miss Evans as a contributor to the TEACHER, we should also rejoice if the readers of our pages were as familiar with literature and as earnest of purpose as we think she is.

STORIES FROM LIFE WHICH THE CHAPLAIN TOLD. Boston: Henry Hoyt. San Francisco: C. Beach. pp. 317.

"Childhood loves parables. . . A good illustration will fasten a truth, with God's blessing, forever on the memory and heart. There is a great demand for fresh incidents and parables. . . The following pages contain a few of the later illustrations which the writer has employed in his own discourses, while speaking to a congregation of a thousand young persons on every Sabbath."

Thus speaks the preface of the little volume before us. We have read all the pages, and have found them full of interest. As a Sunday-school book, or a Sabbath book for the family, we can give it a cordial commendation. Our editorial heart rather rebels against the Chaplain's attacks on smoking; but the Chaplain seems to be very much in earnest about it, and we forgive him.

AMERICAN LEAVES: Familiar Notes of Thought and Life. By Samuel Osgood. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 380.

The Rev. Dr. Osgood, of New York, has found time to write occasional articles to instruct and charm the thoughtful readers of Harper's Magazine for many years past. Some of the papers are here collected in a volume that will be very welcome to thousands of those who enjoyed their reading in the monthly. For persons who have accustomed themselves to meditation upon the very practical topics treated of by the author, his words will possess a permanent value; and there are many passages bearing upon the teacher's work that render the volume peculiarly suitable for school libraries.

THE BIGELOW PAPERS. Second Series. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 258.

James Russell Lowell's name does not appear upon the title page, nor is it needed, since all through the pages "his mark" is evident. More than seventy pages, however, can hardly be included as a Bigelow paper, although said documents may justly be considered the cause of the wit therein. The labored introduction upon the Yankee dialect is of interest to philologists and schoolmasters. The Poems contain many ideas not suited to the population of the late Confederate States, and adherents to that defunct nation will hereby take warning not to buy the book. Mr. Lowell considers this collection the last of his works in this style; and, since the Rev. Mr. Wilbur's death is chronicled herein, we do not see how it would be possible for further productions of Mr. Bigelow to be expected.

ENGLISH COMPOSITION AND RHETORIC. A Manual. By Alexander Bain, M.A., Professor of Logic in the University of Aberdeen. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co., A. Roman & Co. pp. 343.

The thoroughly competent gentlemen to whom we intrusted the examination of this book, having failed to report, we have only the power to acknowledge its receipt, and to say that the few moments we spent in turning over its pages were very pleasant, convincing us that the volume is worthy of a careful examination by all interested in obtaining a thorough knowledge of the subject of which it treats.

Furnished by Professor Knowlton, to illustrate his article on "School Forms," in California Teacher for November, 1866.

RINCON

GIRLS' GRAMMAR SCHOOL.

FIRST GRADE.

ROSETTE ROLL,

(Red, White and Blue.)

1866-7.

First Term.	Second Term.
1st Month,—*Carrie Nickell.*	1st Month,—*Ella Van Vranken.*
2d Month, *Eva Turner.*	2d Month, *Katie Girvin.*
3d Month,—*Ella Van Vranken.*	3d Month,
4th Month,—*Ella Van Vranken.*	4th Month,
5th Month, *Ella Bugbee.*	5th Month.

ROLL OF HONOR,

School Month ending Friday, March 8th, 1867.

Order of the "White."

Ella Van Vranken. — *Era Turner.*
Annie Hayburn. — *Clara Sawyer.*
Olive Parker.

Order of the "Red."

Leonore Thayer.
Annie Shea.
Lizzie Alison.
Maggie McNevin.
Marion Thompson.

Order of the "Blue."

Susie Farar.
Tillie Maguire.
Mary Johnson.
Artie Shaw.
Martha Jones.

HELEN M. THOMPSON.....Teacher.
EBENEZER KNOWLTON, Principal.

Edward Bosqui & Co., Printers, 511 Clay Street.

THE

CALIFORNIA TEACHER.

APRIL, 1867.

Vol. IV.] SAN FRANCISCO. [No. 10.

ELOCUTIONARY TRAINING IN COMMON SCHOOLS.

[Note.—We extract the following from the proof sheets of "Common School Readings," a forthcoming work published by H. H. Bancroft & Co.]

Reading is one of the essential branches of a public school course of study. All children must be taught to pronounce words, and to read sentences. This is necessarily a slow process, and too many teachers make it a mechanical one. Too little attention is given to reading as an art, in which the purpose of the reader is to convey ideas to those who listen. Elocutionary training, in its higher departments of declamation, dialogue, recitation of poetry, vocal culture, and gesture, should form a part of common school instruction. Elocution, as an art, has been considered as lying beyond the province of the common school, and belonging mainly to the High School, the Academy, and the College.

Elocutionary instruction should be given in the common schools, because there a great majority of American children receive their only education. It should be begun in early life, because then the vocal organs are flexible, and susceptible of training. It is a serious defect in our school methods of instruction, that the expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, are called so little into action. Elocution, when properly taught, calls into active exercise the expressive faculties, and tends to educate the child as a social being.

The practical question which here suggests itself is, how can elocution be taught in the common school?

In the primary classes, daily simultaneous exercises should be given, comprising drill on the vowel sounds, varying in pitch, force, and time, and exercises on consonant sounds and combinations, to secure distinct articulation. Every reading exercise should be preceded by a breathing exercise, to fill the lungs to their utmost capacity, and to secure an erect attitude, with the shoulders thrown back. Then, as a general exercise of five minutes, for rest or recreation, the whole school should unite in vocal exercises, consisting of lessons on inflection, pitch, time, movement, force, and the repetition, after the teacher, of select sentences, stanzas, and paragraphs. In most ungraded schools in the country, and in many city schools, two hours of the closing afternoon of each week may be most usefully devoted to declamation, dialogue, and select readings. It is not advisable to compel every child in school to take part in these exercises, for there are some who never can become good readers, and others who are so awkward and diffident, that it is cruel to force them upon the school stage with a declamation. Appropriate selections should at first be made by the teacher, for the uncultivated taste of pupils will lead them to choose pieces either altogether too difficult, or utterly worthless when committed to memory. Select at times, for the boys, short, simple prose declamations, which, when learned, remain in the memory as models of pure prose and patriotic feeling. If they learn a poem, let it not be made up of doggerel rhymes, or of painful attempts at a low order of wit. A careful selection of pieces will be the surest safeguard against the ranting, tearing, overstrained, semi-theatrical style of florid oratory which so painfully mars very many school exhibitions. The teacher can take odd moments at the intermission or recess, or before and after school, for the purpose of hearing rehearsal, and giving special instructions. The teacher should instruct his pupils in the elements of gestures. Gestures spring naturally from the close sympathy of mind and body. A look of the eye—an expression of the countenance—a movement of the hand, often convey more than words can express. The principles of gesture may be easily learned from any one of several excellent works on elocution; and any teacher who is in earnest can make

a practical application of them sufficient for the elementary training of school-boys.

The reading and recitation of poetry by girls is an indispensable part of the education of woman, as one of the most efficient modes of discipline for the taste and imagination. Many of the most exquisite passages of the poets can never be fully appreciated until repeated by the voice of woman.

Whatever the number of classes, however pressed for time the teacher may be, some attention should be given to elocution in every school. The advantages are too great to be overlooked.

Elocution cultivates a taste for reading; the young scholar becomes familiar with the choicest passages of English literature, which, committed to memory, are retained through life. There are no purer models of classic English than the speeches of Daniel Webster: no more glowing words spoken for liberty and freedom than those of our own lamented Baker and King. There is Whittier, the bard of Freedom, whose sweetest songs are sung in his old age—let our school-boys and school-girls know his poems by heart. The patriotic lyrics of Holmes, and Bryant, and Longfellow, and Lowell—they will mould American character; and why are they not as valuable in the school-room as the multiplication-table and the spelling-book?

It requires no close observer to perceive the effects of poetry on the youthful mind. Childhood delights in the melody of verse, and is pleased with its flowing harmony of sound. In poetry are embodied some of the most beautiful lessons of morality; and they are presented in a manner which arrests the attention and impresses the character. "Let me write the ballads and songs of a people," says one, "and I care not who makes the laws." What teacher has not seen the dull eye kindle, the vacant countenance take expression, the face glow with emotion, and the whole boy become lost in the sentiment of his declamation?

The need of elocutionary culture, somewhere in our course of education, is self-evident. American public speakers, as a class, whether at the bar, on the stump, in the pulpit, or in the lecture-room, are good illustrations of the neglect of early elocutionary training. One stands with his hands in his pockets; one rests his body on his paws, like an orang-outang; another offends the eye,

by wild, meaningless, uncouth, frantic gesticulations; and a fourth stands stock-still, like a cast-iron city lamp-post.

The wonderful melody of the human voice—that is heard in the solemn, monotonous and melancholy bass which not unfrequently proceeds from the pulpit; in the hard, hacking, sharp, shrill, dry, high-pitched tones which too often proceed from the teacher's desk; and in the bawling, shouting, yelling, vociferating vehemence of our stump orators at great political mass meetings, who shriek their sentences into the ears of their audiences

> "Till silence, like a poultice, comes
> To heal the blows of sound."

One speaker has the high, piping, thin, shrill, sharp, piercing note of a steam whistle, and his screech grates on the ear like the filing of a saw; another the gruff, guttural voice of old Falstaff over a pot of sack; a third has the regular Yankee nasal twang, and the last rants and mouths like a stage-struck school-boy.

It is true, the golden age of oratory has been succeeded by that of printing. The orator no longer sways the turbulent current of popular opinion; the still, small voice of the newspaper speaks to the millions of the nation in the busy mart, and around the fireside at home. Yet few intelligent American citizens pass through life without being called upon to speak, in the local town-meetings, in political conventions, in the legislature, or before some gatherings of their fellow-citizens. A little school instruction which shall enable them to speak in a natural tone of voice, and with self-possession of manner, will certainly not be out of place in American Common Schools. Let elocution be introduced into the public schools, to cultivate a taste for reading, to exercise and strengthen memory, to awaken feeling, to excite imagination, and to train those who are to enter the professions, to become graceful and pleasing speakers. Introduce it as a relief from study, a pleasing recreation, and a source of intellectual enjoyment. Introduce it as a part of the æsthetic education, so peculiarly appropriate for woman. Make it a part of the education of man as an expressive being.

PUBLIC INSTRUCTION IN CALIFORNIA.

[NOTE.—We make the following extract from a very interesting article in *Barnard's American Journal of Education*, for December, prepared by Prof. WILLIAM RUSSELL, of Massachusetts, who has always taken a lively interest in the educational progress of California. We feel sure that no apology is needed for republishing these extracts, and our only regret is, that we cannot publish the article in full.]

The following outline of the condition of education, past and present, in the State of California, is derived from one of the most valuable documents of its class that has hitherto claimed the attention of the educators of our country. We refer now to the "*First Biennial Report* of (Hon. JOHN SWETT,) the Superintendent of Public Instruction," a volume of 420 pages.

Superintendent Swett has, in this noble contribution to the interests of national education, laid our whole country under lasting obligations; and it is a highly gratifying indication of its value, that California's younger sister, Nevada, has adopted, for the moulding of her public school system, that of her elder sister, as matured and perfected by the indefatigable exertions of one whose long professional experience, and peculiar qualifications for his present office, give such force to all his suggestions, whether regarding methods of instruction, or legislative measures for the diffusion of education.

To those of our readers who have not enjoyed opportunity for perusing Mr. Swett's Report, the following summary sketch of the educational progress of California, as a State, will prove, we doubt not, peculiarly interesting:

"The foundation of the Public School system of California was laid in the Constitutional Convention, held in Monterey, September, 1849.

"The select committee on the State Constitution reported in committee of the whole, in favor of appropriating the five hundred thousand acres of land granted by Congress to new States for the purpose of internal improvements, in addition to the 16th and 36th Sections in each township, to constitute a perpetual School Fund. The adoption of this Report secured to California her school fund and school system."

The State Constitution, as adopted, made provision, also, for the

election by the people of a Superintendent of Public Instruction, for the establishment of "a system of common schools, by which a school shall be kept up and supported in each district, at least three months in every year," and for the disposition of lands granted to the State for the use of a University.

San Francisco was the first place in the State to organize a free public school, by its ordinance adopted in 1850, in virtue of which Mr. J. C. Pelton is entitled to the credit of pioneer in that department. In 1851, the city made provision for a City Board of Education and a Superintendent of Schools, under whose direction two schools were opened in December, 1851, in conformity with the State school law passed that year.

In January, 1852, the first Superintendent of Public Instruction, Mr. John G. Marvin, made his first annual report, recommending a revision of the law of the previous year, an appropriation of $50,000, together with a school tax of five cents on a hundred dollars, the creation of the office of county superintendents, and the establishment of school libraries.

In 1852, a revised school law was, after some opposition, adopted, which embraced many salutary provisions touching the pecuniary interests of the State in connection with the school fund, the introduction of text-books, the examination of teachers, the government of schools, and the annual holding of a teachers' convention.

In 1853, a school fund was further secured by special legislative provision; the cities and counties of the State were empowered to tax themselves for the support of public schools; and provision was made for securing a share of the school fund to religious and sectarian schools.

On the first of January, 1854, Mr. Paul K. Hubbs was elected as successor to Mr. Marvin, and, in his first annual report, stated that the school fund, from the sale of school lands, amounted to $463,000. In a second report for the same year, Mr. Hubbs mentioned the alarming fact, that notwithstanding the increased average attendance on school, vast numbers of the children of the State were growing up unable to read or write. He recommended, also, the establishment of a State Industrial School and a State University. * * *

In 1857, the new Superintendent, Mr. Andrew J. Moulder, pre-

scnted, in his first report, the sad fact, that, while the number of schools had increased within four years nearly seven-fold, the number of teachers nearly nine-fold, the number of children more than three-fold, the semi-annual contribution by the State had dwindled to nearly one-half. In view of this fact, he urged the necessity of increasing the rate of county school tax, a more exact management of district funds, an appropriation for the support of teachers' institutes, and the establishment of a State Industrial school, of a Military Institute, and a University devoted chiefly to the training of engineers, miners, surveyors, geologists, metallurgists, chemists, — practical and scientific, — as best adapted to the immediate wants of California. * * *

By the school law of 1861, provision was made for the sale of "the sixteenth and thirty-sixth sections" of school lands,—the proceeds to be deposited in the State school fund. The auspicious result was, that, in less than a year, nearly two hundred thousand acres were sold, and the proceeds deposited accordingly. * *

Mr. Moulder was succeeded in the office of State Superintendent of Public Instruction, January 1st, 1863, by Mr. John Swett, so well known to the friends of education throughout the State, as, for ten years, the efficient and successful principal of the Rincon Point school of San Francisco, and an able and distinguished pioneer in the cause of public instruction in California. His peculiar adaptation to the duties of the honorable office which he now fills, was well known to the officers and students of the Normal Institute of Merrimack, N. H., where he pursued his professional studies with distinguished success; and to his instructors and classmates, it has been a source of the highest gratification to watch the characteristic energy and efficiency with which he discharges the duties assigned him in his adopted State.

The constitutional amendments adopted by the people of the State of California, in 1862, having cut short his term of office from three years to eleven months, he was re-elected for a term of four years.

His first official report, (that for the year 1863, the thirteenth annual State document of that character) embraced a mass of statistic material relating to the condition of schools and the educational interests of the State, accompanied by a body of valuable

suggestions for the guidance of teachers and officers in the various relations of instruction and administration. We quote from this report a few of its closing words:

"I have endeavored to set forth, in plain words, the defects and the wants of our public school system. Could I have conscientiously done so, it would have been pleasanter to have found more to commend and less to censure; but unmerited laudation seldom effects needed reforms.

"In entering upon another official term of four years, I am able to comprehend, in some measure, the magnitude of the work to be done; and I assume the task in no spirit of self-confidence. Having devoted my whole life to the profession of teaching—having taught ten years in the public schools of this State—I have an ambition to co-operate with the many earnest and devoted teachers in California, who are striving to awaken public opinion to a truer estimate of the relation of free schools to the future permanence and prosperity of the State, and to a higher estimate of the profession of teaching."

A supplementary and amendatory bill, prepared by Superintendent Swett, and introduced in the Assembly, 1864, by Mr. J. J. Owen, chairman of the committee on education, contained the following among other provisions: "The levying of an annual State school tax of five cents on each hundred dollars of taxable property in the State, to be apportioned in the same manner as the interest of the State school fund; each county to levy a minimum county school tax, equal to two dollars for each child between four and eighteen years of age; the maximum rate of county tax allowed by law to be raised from the previous rate of twenty-five cents to thirty cents on each one hundred dollars; public school trustees to levy a direct property tax sufficient to maintain a public school five months in each year, whenever the State and county school money shall be insufficient for that purpose; county superintendents to be authorized to subscribe for a sufficient number of copies of some State educational journal to furnish each Board of school trustees in the State with one copy, at an expense not exceeding one dollar a year."

The bill, of which the above were the prominent provisions, passed the Assembly without opposition, and the Senate by a handsome majority; and the beneficial results were fully evinced by the statistics given in the Biennial Report of the State Superintendent for the school years 1864 and 1865.

From this valuable document we extract the following condensed statement of the progress made in the system of public instruction in California during that period:

"At the opening of this report I take pleasure in stating that the criticisms of 1863 no longer apply to our school system, and that the hope expressed in 1864, has been more than realized.

"Notwithstanding the school year closed before the bountiful harvests of the autumn were gathered, and while the State was still suffering from its previous financial prostration, the statistical returns exhibit an educational progress of which all Californians may well be proud."

This favorable statement Mr. Swett proceeds to verify by reference to the educational statistics of the year 1865, as exhibiting an increase of school money raised by taxation alone, over the preceding year, from three and seven-tenths per cent. to ninety-one and seven-tenths per cent., an increase of the average length of schools equal to nearly one month, of teachers' salaries to sixty per cent.; the amount of school revenue raised to two dollars and fifty-eight cents per census child; of expenditures for school houses, an increase of $164,000; of pupils attending the public schools, sixteen per cent.; an increase in the number of free schools of seventy-eight in two years; a discontinuance of "rate bills," extending to half the number of children attending the public schools, the remainder paying an average tuition of twenty-five cents a month. Mr. Swett proceeds to say:

"But there is a vital and intangible aspect which no statistics can exhibit. The strong hold which the schools have taken on public opinion; the greater skill, earnestness, and ability of teachers; the improvement in methods of instruction and classification; the greater interest and enthusiasm of pupils, consequent upon the introduction of better books; the greater interest of parents; the civilizing agency of well conducted public schools in all the little communities of the State—these cannot be expressed in figures nor conveyed in words.

"California has taken her place in the front rank with those States whose material prosperity has been the result of public schools; and it is the duty of every legislator and every statesman to strengthen and perfect a system of schools which shall educate a race of men and women for the next generation that shall inherit, with the boundless resources of the Golden State, something of the energy, enterprise, talent, character and intelligence which have settled and civilized it."

The Report comprises a mass of statistical and financial details of the highest value, but of which our limits do not admit even a synopsis. We restrict ourselves to some selections from the prominent topics of the volume which possess peculiar interest:

"In California, male teachers are paid only a fraction more than one-sixth higher monthly wages than female teachers.—I am proud of the fact that in this new State the rights of female teachers are thus regarded. I hope this may long continue, and that many schools now taught by men, will be placed under the instruction of refined, accomplished, intelligent and enthusiastic women.

"It has been my sanguine hope, for many years, that, in this new State, teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching; for I well know that in no other way can the public schools be made the great educators of the State and the Nation. If the citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it."

EDUCATIONAL DIPLOMAS.—"The provision for State educational diplomas was eminently wise and judicious. More than a hundred teachers have secured such certificates, and none have dishonored them. It has done much to foster a spirit of professional pride, and to raise the standard of qualification at the county examinations."

By the "Revised School Law," approved March 24th, 1866, professional diplomas are classified as conferred by State, county, and city boards of examination.

[Here follows an abstract of the sections relating to State Certificates and Diplomas.]

The close attention to details in these enactments, indicates the careful consideration with which the measures contemplated have been prepared. The results already secured, place the State of California on high vantage-ground, as a field of educational labor, inviting the attention of all worthy candidates for the office of teachers; and the State cannot fail to reap a rich reward for the noble spirit of enterprise which, in this respect, it has manifested. Its popular designation, "The Golden State," will, ere many years shall have elapsed, bear a new and higher meaning, referring to "riches that perish not with the using." In coming years, the other and older States, in which but a partial progress has as yet been made toward the results already secured in California, will gratefully acknowledge the benefits derived from the influence of her example.

[The article closes with a full abstract of the Revised School Law of 1866, from which we extract only the following comments.]

"Sec. 65" provides that "no teacher shall be entitled to draw for salary any school moneys, unless such teacher shall be employed by *a majority of the trustees*, nor unless the holder of a legal *State, city, or county teacher's certificate* in full force and effect."

The youthful and vigorous State of California has not, it would

seem, been troubled with seeing "a lion in the path" of improvement, as regards the matter of professional diplomas. In this respect she has set a worthy example to some of her older sisters, who have labored under the apprehension which Solomon speaks of as characterizing a certain class of persons.

A valuable security is provided for all California teachers, in "Section 66" of the revised school law, which limits a school month to *twenty* school days, or four weeks of *five* school days each, and exempts all teachers from professional labor on the annual recurrence of the Fourth of July, the First of January, Christmas day, the days of special and judicial election, and such days of fasting or thanksgiving as may be appointed by the President of the United States, or the Governor of California.

"Sec. 67" deals successfully with matters which have been found exceedingly troublesome in other States. It provides that every teacher shall have power to hold every pupil to *a strict accountability*, in school, for any disorderly conduct on the way to or from school, or on the playgrounds of the school, or during intermission or recess; *to suspend from school* any pupil for good cause, *provided*, that such suspension shall be reported by the teacher to the trustees as soon as practicable; and if such action is not sustained by them, the teacher may appeal to the county superintendent, whose decision shall be final, whether for or against expulsion.

"Secs. 68 and 69" confer on teachers, in case of revocation of certificate or of dismissal, the right of *appeal to the State board of examination, or to the State board of education.*

"Sec. 70" repeats, in spirit, the noble sentiments of the Fathers of New England, regarding the obligation of teachers as to *moral instruction.* "It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties and dignity of American citizenship."

"Sec. 96" levies and directs to be collected and paid in the same manner as other State Taxes, an annual ad valorem tax of eight cents on each one hundred dollars' value of all taxable property throughout the State. The Board of Supervisors of each

county shall annually levy a school tax of at least thirty-five cents for each one hundred dollars, or three dollars for each child in the county between the ages of five and fifteen. There is nothing so liberal in the way of school taxation in any other State in the world.

EMPLOYMENT OF FEMALE TEACHERS.

One of the most significant and peculiar characteristics of the public schools of this country is the very common employment of women to be not only teachers of girls, but teachers of boys and girls in the same classes, and sometimes of boys alone. Thus, in Massachusetts, last year, only about one-seventh of the teachers of the State were men, six-sevenths women; and the yearly returns showed a decrease of 130 in the number of male teachers, and a still greater increase in the number of female teachers. In Connecticut, the proportion of male teachers is greater than in Massachusetts in winter, and less in summer. Nearly 2,000 women teach in summer, and only a few more than 100 men. The facts are similar in other parts of the country. Foreigners find it very hard to understand how this can be a satisfactory arrangement. We well remember meeting once a veteran and distinguished teacher in Germany—Dr. Vogel, of Leipsic—who began a school conversation with emphatic expressions of surprise that the employment of women could prove acceptable to the managers of American schools, and especially in the instruction of boys. Whatever objections may be made, it is certainly at the present time a necessity to employ women, and the necessity is not without many great advantages. If Massachusetts should discharge her brigade of 6,000 female teachers, she could only supply their places with great difficulty, increased cost, and with an inferior class of men. Two noteworthy changes, in respect to the employment of women, are in progress. The first is their selection in positions which require at once high scholarship and superior administrative capacity. It is not uncommon to find ladies regarded as fit to be principals of large and important city schools: for example, the Roxbury High School, and the Shurtleff Grammar School in Chelsea, have just been committed

to the superintendence of women. A more remarkable instance is the appointment of Miss Johnson to be principal of the admirable normal school for girls in Framingham, Mass. Gov. Bullock, in a public address, referred to this election "as the first official and conspicuous announcement of a policy which appears to be founded on philosophical reasoning and on the results of a large experience." This example of Massachusetts is likely to be followed by the other States just as fast as women show themselves to possess the requisite qualifications. Curiously enough, this will be done not so much because women are theoretically the best teachers, in the minds of our school committees, but because equally competent men cannot be secured at the salaries which are commonly paid. This leads us to speak of the second change. Women are paid much better wages than formerly; $1,000 per annum is not an uncommon salary for a first-class female teacher. The highest salary which we know of paid to a lady teacher is $1,500. In a list of graduates of the Oswego normal school we find the names of four paid $1,000 each, and eleven others paid $700 or more. Such pay is likely to act as a strong stimulant to young ladies to fit themselves for the highest positions. It furnishes a great contrast to the old-fashioned traditional pay of a country "school ma'am"—$2 a week and "board round." Perhaps it may be the harbinger of that state of society which has begun in Kansas, where the men are so few because of their sacrifice in war, or so busy in their occupations in a new country, that women are made school visitors and district committees. Who can tell where all this tends?—*The Nation.*

Department of Public Instruction.

State Teachers' Institute.—A State Institute will be held in the city of San Francisco, commencing on Tuesday, May 7th, and continuing four days. This Institute will be held during the session of the City Schools, and the forenoons of each day will be devoted to visiting the public schools of San Francisco, and observing methods of teaching and government.

The afternoons and evenings will be devoted to lectures, discussions and general business.

A meeting of the State Educational Society will be held during the Institute session, and an address will be delivered before the Society by the President, Theodore Bradley, Principal of the Boys' High School, San Francisco. All holders of Life or State Diplomas will be eligible to membership in this professional society, and will be invited to become members.

Arrangements have been made with the California Steam Navigation Company by which all teachers attending the Institute will receive a *free return pass*. It is probable that the various railroad companies will extend the same courtesies.

It is hoped that all Boards of Trustees will not only allow the teachers in their employ to attend the Institute, but will also continue their wages during the week of attendance on the Institute. It is hoped that every professional teacher who holds a State Certificate, will be in attendance; that all County Superintendents will be present, and every teacher in the State will make an effort to attend.

Teachers of private institutions, colleges and college schools, are cordially invited to attend and participate in the proceedings.

The Institute sessions will be held in the spacious hall of the Lincoln School building, and the teachers of San Francisco will do everything in their power to make the Institute and the visits to the schools both pleasant and useful

LIST OF COUNTY SUPERINTENDENTS OF COMMON SCHOOLS OF THE STATE OF CALIFORNIA, WITH A STATEMENT OF THEIR SALARIES. TERM OF OFFICE EXPIRES IN MARCH, 1868.

COUNTIES.	Name of Superintendent.	Post Office Address.	Number of School Districts.	Salary.
Alameda	Rev. Chas. E. Rich	Alameda	27	$ 600
Alpine	L. S. Greenlaw	Markleeville	5	240
Amador	Rev. S. G. Briggs	Jackson	27	600
Butte	R. H. Allen	Chico	34	636½
Calaveras	F. O. Barstow	Mokelumne Hill	23	900
Colusa	W. S. Green	Colusa	12	.....
Contra Costa	Rev. H. R. Avery.	Pacheco	26	600
Del Norte	J. D. Bailey	Smith River	4	.....
El Dorado	E. B. Conklin	Placerville	40	1,433½
Fresno	S. H. Hill	Kingston	7	250
Humboldt	Rev. Wm. L. Jones	Eureka	13	300
Inyo	J. Earl	Camp Independence	....	.....
Kern	E. W. Doss	Havilah City	....	.....
Klamath	John N. Rand	Sawyer's Bar	1	240
Lake	A. P. McCarty	Lakeport	11	100
Lassen	A. A. Smith	Susanville	9	200
Los Angeles	Wm. J. McKee	Los Angeles	12	300
Marin	A. Barney	San Rafael	17	500
Mariposa	David W. Washburn	Mariposa	9	400
Mendocino	C. C. Cumnings	Ukiah City	23	600
Merced	Charles M. Blair	Union	4	160
Mono	.....	.....	....	.....
Monterey	Thomas Bralec	Monterey	10	300
Napa	Rev. A. Higbie	Napa	22	800
Nevada	M. S. Deal	Nevada	25	600
Placer	S. R. Case	Auburn	33	1,800
Plumas	G. W. Meylert	Crescent Mills	12	400
Sacramento	Dr. F. W. Hatch	Sacramento	48	1,000
San Bernardino	Wm. L. Ragsdale	San Bernardino	11	.....
San Diego	G. A. Pendleton	San Diego	1	360
San Francisco	John C. Pelton	San Francisco	....	4,000
San Joaquin	Melville Cottle	Stockton	55	1,250
San Luis Obispo	P. A. Forrester	San Luis Obispo	3	300
San Mateo	Robert Greer	Redwood City	11	300
Santa Barbara	A. B. Thompson	Santa Barbara	3	200
Santa Clara	J. R. Brierly	San José	44	900
Santa Cruz	H. P. Stone	Soquel	16	500
Shasta	W. L. Carter	Shasta	21	600
Sierra	I. B. Fish	Downieville	20	400
Siskiyou	Thomas N. Stone	Yreka	20	600
Solano	Geo. W. Simonton	Vallejo	30	450
Sonoma	C. G. Ames	Santa Rosa	69	1,380
Stanislaus	T. T. Hamlin	Langworth	11	200
Sutter	Dr. E. B. Dunwell	Yuba City	28	350
Tehama	Wm. T. Cressler	Red Bluff	11	300
Trinity	David E. Gordon	Weaverville	9	250
Tulare	M. S. Merrill	Visalia	13	300
Tuolumne	H. H. Spencer	Columbia	15	360
Yolo	M. A. Woods.	Cache Creek	31	600
Yuba	H. H. Rhees	Marysville	25	100

STATE TEACHERS' CERTIFICATES.—The number of State Certificates issued in this State, since 1863, and now valid, is as follows:

State Life Diplomas	33
State Educational Diplomas, valid for 6 years	53
First Grade State Certificates, valid for 4 years	57
Second Grade, for 2 years	48
Total	191

Thus it appears that one-sixth of all the public school teachers in California are the holders of State Certificates. What State can show a better professional record in four years?

SCHOOL LIBRARIES.—It is the duty of County Superintendents to require the different District Boards to make immediate arrangements for the purchase of School Libraries with the ten per cent. reserved fund of the State School Money. When Trustees are too remote from cities to purchase Libraries, we recommend them to authorize the County Superintendent to buy them. County Superintendents who expect to attend the State Institute, will find that a convenient time to make their selections. The State Superintendent will make selections for any Trustees who may desire to have their Libraries forwarded to them.

STATE EDUCATIONAL DIPLOMA.

[Revised Form.]

No._____

STATE EDUCATIONAL DIPLOMA.

State of California. [Seal.] *Department of Instruction.*

The State Board of Examination having examined
in compliance with the provisions of the Revised School Law, hereby issue this State Educational Diploma, which entitles the holder to teach in any Public School in this State, and which shall remain valid for the term of six years from date.

_____ Sup't Public Instruction.

_____

_____

_____

DEPARTMENT OF PUBLIC INSTRUCTION. _____

State Board of Examination.

San Francisco,_____

[Reverse.]

STANDING IN EXAMINATION.

	Credits.	Pres n.
Arithmetic	.....	100
Grammar	.....	100
Geography	.....	100
History of United States	.....	100
Theory and Practice of Teaching	.....	100
Algebra	.....	50
Physiology	.....	50
Natural Philosophy	.....	50
Penmanship	.....	50
English Composition	.....	50
Orthography	.....	50
Defining	.....	50
Reading and Elocution	.....	50
Constitution and Government of United States	.....	50
School Law of California	.....	50
Extra Credits, not to exceed 25 for each branch:		
Vocal and Instrumental Music	.....	.....
Drawing	.....	.....
Calisthenics and Gymnastics	.....	.....
Experience in Teaching	.....	.....
Total	.....	1,000
Per centage	.....	.....
Relative Standing in Examination	.....	.....
Whole number examined	.....	.....

FORM OF A STATE LIFE DIPLOMA.

No._____

STATE LIFE DIPLOMA.

State of California. [Seal] *Department of Instruction.*

The State Board of Education, having had satisfactory evidence that the bearer, holds a State Diploma, received from the State Board of Examination after a full and thorough examination in all the studies required by law; that has

had the requisite number of years' experience in Teaching, and has been recommended by the State Board of Examination as worthy to be admitted to the highest honors of the profession of Teaching: hereby issue to , in accordance with the provisions of the Revised School Law, this State Life Diploma, which entitles the holder to teach in any Public School in this State, and which shall remain valid during the life of the holder.

San Francisco, , 186

	Sup't of Santa Clara Co.	State Board of Education.
Governor.	Sup't of San Joaquin Co.	
Sup't Public Instruction.	Principal S. N. School.	
Sup't of San Francisco.	Elected Member.	
Sup't of Sacramento Co.	Elected Member.	

State Teachers' Institute.—The following subjects, among others, will be presented for discussion at the next State Institute, and teachers are invited to prepare themselves for the debates:

The Self-Reporting System, in Deportment and Recitations.

Methods of keeping Recitation Records.

Practical methods of teaching the use of the English language.

Detention of pupils after school hours for imperfect recitations.

School Cabinets and Libraries.

The study of Ancient and Modern Languages in the Public Schools.

Use and Abuse of Medals and Prizes in School.

School Exhibitions and Examinations.

Error Corrected.—By some singular mistake of the printer, or his devil, the names of H. P. Stone, Fred'k M. Campbell, Charles G. Ames, Wm. N. Granger, and Miss Kate Kennedy, appeared in the printed list of the last number of the Teacher as having received Second Grade State Certificates. The copy for the Teacher was mostly made up by the State Superintendent prior to his trip

in the Southern counties, and consequently he had no opportunity to examine the proof. The above named teachers received State Educational Diplomas, and were so reported in the copy sent to the printer.

CATALOGUE OF THE GRADUATING CLASSES OF THE CALIFORNIA STATE NORMAL SCHOOL.

FIRST GRADUATING CLASS, 1863.

NAMES.	FROM WHAT COUNTY ENTERED.	PRESENT RESIDENCE AND OCCUPATION.
Miss Bertha Comstock.....	San Francisco..	Potrero School, San Francisco.
" P. Augusta Fink.....	" " ..	Spring Valley Primary, San Francisco.
" Nellie Hart.....	" " ..	Married.
" Louisa Mails	" " ..	Not known.

SECOND GRADUATING CLASS, MAY, 1864.

Miss Susie D. L. Carey.....	Santa Clara...	Head Assist. Union Gram. Sch., S. F.
" Annie S. Jewett.....	" " ...	Stevenson St. Primary, San Francisco.
" Lizzie B. Jewett.....	" " ...	Lincoln Grammar School, S. F.
" Jennie O. Day.....	" " ...	Married, Oakland.
" Victoria Beverly.....	" " ...	Married. Not teaching.
" M. Augusta Krauth...	El Dorado....	Broadway Primary, San Francisco.
" Minnie Scott.....	San Francisco..	Married.
" Ellen S. Baldwin.....	" " ..	Broadway Primary, San Francisco.
" Jane Smith.....	" " ..	Tehama Street Primary, S. F.
" Mary J. Norton.....	" " ..	Spring Valley Grammar School, S. F.
" Eva Solomon.....	" " ..	Married. Not teaching.
" Julia Clayton.....	" " ..	Married. Not teaching.
" Ariadne L. Kimball...	" " ..	Orphan Asylum, San Francisco.
" Clara A. Cummings...	" " ..	Union Primary, San Francisco.
" Margaret Wade.....	" " ..	Rincon School, San Francisco.
" Mary Goldsmith.....	" " ..	Married. Not teaching.
" Mary E. Williams....	" " ..	Eighth Street Primary, San Francisco.
" Ellen G. Grant.....	Nevada	Montgomery St. Primary School, S F.
Mr. M. V. Ashbrook.....	Solano.....	Antioch Public School.

THIRD GRADUATING CLASS, DECEMBER, 1864.

Miss Carrie P. Field, ...	Santa Cruz....	Union Primary, San Francisco.
" Lucinda Allyne.....	San Francisco..	Not teaching.
" Sadie Davis.....	" " ..	Fourth Street Primary, San Francisco.
" Annie E. Kennedy....	" " ..	El Dorado County.
" Minnie Girvin.....	" " ..	Married. Not teaching.
" Philena Sawyer.....	" " ..	Married. Not teaching.
Mr. E. Broadbent.....	Sierra	Santa Cruz.
" H. E. McBride.....	Tulare.....	Sub-Master Washington Gram. School.
" Wm. R. Bradshaw....	Placer	Oakland Public School.

FOURTH GRADUATING CLASS, JUNE, 1865.

NAMES.	FROM WHAT COUNTY ENTERED.	PRESENT RESIDENCE AND OCCUPATION.
Miss Sophronia Mills.....	San Joaquin...	San Joaquin County.
" Mary Perkins.....	Placer	Placer County.
" Cornelia A. Campbell..	Sonoma.....	Sonoma County.
" Maggie L. Jordan.....	San Francisco..	Market Street Primary, S. F.
" Fan. A. Estelle Nichols.	" " ..	Tehama Street Primary, S. F.
" Fanny Soulé.....	" " ..	Greenwich Street Primary, S. F.
" Caroline A. Menges...	" " ..	Never engaged in teaching.
" Mary Youngberg.....	" " ..	San José.
" Anna Gibbons.....	" " ..	Fourth Street Primary, S. F.
" Annie M. Jourden....	" " ..	Market Street Primary, S. F.
" Florence A. Morgan...	" " ..	Fourth Street Primary, S. F.
" Nellie A. Littlefield...	" " ..	Market Street Primary, S. F.
" Augusta Cameron....	" " ..	Rincon Primary, San Francisco.

FIFTH GRADUATING CLASS, DECEMBER, 1865.

Miss Jennie E. Greer.....	San Mateo....	Redwood City, Primary.
" Sabrina A. Williams...	Yuba.....	
" Nettie Doud.....	San Francisco..	Denman Grammar School, S. F.
" Mary H. Estabrook....	" " ..	Union Primary, San Francisco.
" Maria O'Conner.....	" " ..	Mission Grammar School, S. F.
" Sarah A. Frissell.....	" " ..	Eighth Street Primary, S. F.
" Mary E. Hall.....	" " ..	Contra Costa County.
" Mary Pasco.....	" " ..	Tehama Street Primary, S. F.
Mr. Joseph F. Kennedy...	Alameda	Mayfield.
" J. Alexander Louttit..	Calaveras.....	Principal Brooklyn Grammar School.
" Louis J. Megerle.....	San Joaquin..	University of the Pacific.

SIXTH GRADUATING CLASS, JUNE, 1866.

Miss Mary J. Morgan.....	Sacramento ...	Downieville Public School.
" Lizzie A. Morgan.....	" ...	Not teaching.
" Charlotte F. Stephenson	" ...	Downieville Public School.
" Maria L. Soulé.....	Placer	Not teaching.
" Amy E. Campbell....	San Francisco..	Greenwich Street Primary, S. F.
" Abbie A. Carswell....	" " ..	
" Almira T. Flint.....	" " ..	Denman School, Primary, S. F.
" Gazena A. Garrison....	" " ..	Watsonville Public School.
" Lillie E. Gummer.....	" " ..	Denman Primary School, S. F.
" Elizabeth York	" " ..	Cosmopolitan School, San Francisco.
" Annie M. Holmes.....	" " ..	Fifth Street Primary, San Francisco.
" Sarah E. Miller.....	" " ..	Cosmopolitan School, San Francisco.
" Mary F. Metcalf.....	" " ..	Not teaching.
" Mary S. Moulthrop....	" " ..	
" Frances B. Piper.....	" " ..	Not teaching.
" Frances Simon.....	" " ..	Napa County.
" Elizabeth White.....	" " ..	Union Primary, S. F.
Mr. Ervin D. Humphrey...	Solano.....	Fairmount School, San Francisco.
" Abner F. Olinger.....	Santa Cruz....	Chico Grammar School.
" Arthur Rogers.....	Santa Clara...	Santa Clara County.
" Nelson S. Trowbridge..	Amador	Yolo County.
" Silas A. White.....	San Francisco..	West End School, San Francisco.

Whole number of graduates—78. Teaching in San Francisco—39.

Resident Editors' Department.

HOLDERS OF LIFE DIPLOMAS.

James Denman—Was born in the town of Neversink, New York; educated in public schools; graduated from the New York State Normal School in 1849. Engaged in teaching in the Poughkeepsie Academy; in a private school at New Hackensack; and in the Sullivan County Institute. Came to California in 1851, and immediately engaged in teaching in the "Happy Valley School," located on Minna street, near Second street, in which school he remained until 1857, when he resigned on account of ill-health and retired to a farm in Sonoma County, near Petaluma. In 1859, he returned to this city, and was elected City Superintendent of Public Schools for the term of two years. In 1861, he left California for a two years' visit to the Eastern States and Europe. In 1864, he was elected as Principal of the old "Happy Valley School," named after him the "Denman" Grammar School, in which position he is now engaged in teaching.

George W. Simonton—Born at Camden, Maine, in 1824; educated in Camden public and high schools; engaged in teaching in various public schools in that State, and several years in the Camden High School—in all fifteen years. Came to California in 1859, and has been engaged in teaching ever since, in Solano County. He is at present the County Superintendent of Solano County, serving his second term, and Principal of the Vallejo Grammar School.

Cyrus C. Cummings—Was born in Cumberland, Maine, in 1818; educated in Falmouth Academy, and Stevens Plains Seminary; taught school three years in Maryland, and ten years in Kentucky. Came to California in 1853; taught school one term at Marysville; was five years engaged in mining; taught school in Sonoma County three years, in Solano County one year, and for the last two years in Ukiah City. Mr. Cummings also holds the office of County Superintendent of Public Schools, of Mendocino County.

Robert Taylor, Jr.—Was born in Indiana County, Pennsylvania, in 1830; educated in public schools and at Washington College, Pennsylvania; taught public schools in Pennsylvania for six years; came to California in 1854, and engaged in mining until 1863; has since been engaged in teaching public schools, mostly in El Dorado County.

George Brown—Was born in Dalkeith, near Edinburgh, Scotland; edu-

cated at Dalkeith Academy; emigrated to Cincinnati, Ohio, and engaged in teaching public and private schools for several years in the States of Kentucky and Ohio; came to California in 1863, and has since been engaged in teaching in Contra Costa and Mariposa Counties. He is now teaching the public school at Hornitos, Mariposa County.

Ira G. Hoitt—Was born in Lee, N. H., in 1833; fitted for College at Phillips Academy, Exeter; entered Dartmouth College and worked his way through by his own exertions; graduated in 1860, and engaged as Principal of the Holliston, Mass., High School, where he remained two years, and then resigned to take charge of the Stoneham, Mass., High School. This position, at the end of six months, was given up for the better position of Principal of the Marlborough, Mass., High School. In 1863, the Committee on English High School, Boston, tendered him the appointment of Assistant in that School. This position he resigned in 1864, for the purpose of coming to California. He was first elected Sub-Master of the Denman Grammar School; next, Principal of the Rincon Grammar School; and then Principal of the Lincoln Grammar School, which place he now holds.

T. W. J. Holbrook—Born in Braintree, Mass., 1837; educated in the public schools; at Hollis Institute; Bridgewater State Normal School; and Pierce Academy, Middleboro', Mass. Commenced teaching at the age of 17, in Stoughton, Mass. Afterwards taught three seasons in his native town. Came to California in 1858. Engaged in mining in Tuolumne County, and in stock raising three years. Commenced teaching in San Joaquin County, remaining one year. Then taught two years in Knight's Ferry; six months in San José; and was elected Sub-Master of the Denman Grammar School in 1864, and soon after transferred to the place of Sub-Master in the Lincoln Grammar School, where he is at present engaged in teaching.

Thomas S. Myrick—Was born in Oneida County, New York, in the valley of the Mohawk. From his earliest boyhood to eighteen years of age, he was thoroughly instructed in Latin, Greek, Hebrew, French, German, Mathematics, Natural Sciences, and English literature, in the best academic and collegiate schools in Central New York. At eighteen years of age, he commenced the profession of teaching as an assistant in an academy under the Regents. Since then, he has been principal of one academy and four public city schools. He established a large public school in Michigan, which is known there as the "Jackson Union School," and he presided over it for several years. He is now Principal of the Union Grammar School of San Francisco, where he has been since 1860. He taught the Market Street School four years, commencing in December, 1855. He came to California in 1850, and passed through all the vicissitudes of the early history of the State, in mountain, valley, and town.

Roll of Honor, Eureka District, Butte Co., John C. Gray, Teacher.—Charles Thomas, John Jones, Henry Bielar, Miss Clara Clindinin, Miss Ella Wick, and Miss Mary Bielar.

AMONG THE SCHOOLS.

We left San Francisco on the ninth of February, in the steamer "Orizaba," for the southern counties of the State. The steamer was delayed at Santa Barbara three hours, giving us time to go ashore, see the teacher, some of the school men, and to make inquiries concerning the school.

Santa Barbara.—The Santa Barbara district numbers 681 census children, and has two schools with three teachers, numbering 332 pupils enrolled for the year, and an average attendance of 211 scholars. The girls' school, which numbers about 90 pupils, is most successfully taught by Miss Green, formerly a teacher in Miss Aldrich's private seminary in this city, assisted by a young lady whose name we do not now remember. This school is soon to be removed to new school-rooms, recently fitted up in one of the old city buildings.

Wilmington.—The steamer being detained all day in the port of San Pedro, we had an opportunity of visiting the Wilmington school, which we found in most excellent condition.

This school, which numbers 45 pupils, is in charge of Miss Julia Wilkins, whose ability is shown from the fact that she has taught the same school several years in succession. The school-house is a neat, two-story building; the school-room is furnished with neat and comfortable desks, and the school itself is orderly, quiet, and attentive. Wilmington numbers only 95 census children. This town, which has been built up by the business enterprise of Phineas Banning, State Senator from Los Angeles County, is the Government depôt for the transportation of troops and freight for Fort Yuma and Arizona. The barracks and Government store-houses are extensive and well built.

San Diego.—We glided into the beautiful and land-locked bay of San Diego just at dusk, and next morning our eyes were gladdened by a sight of the town so dear to the heart of John Phœnix.

The first impressions of San Diego are not particularly prepossessing. The old adobe houses in ruins, give it a dilapidated appearance; and not a shrub, or flower, or green thing is to be seen around the plaza, with the exception of four stunted little sycamore trees.

The principal objects of interest and ornament in the town, are the town pump, now in ruins; the flag-staff; and an old bronze Spanish six-pounder, "El Jupiter," a relic of the days of Spain and Charles the Third. The San Diegans pride themselves on their delicious climate, so favorable to consumptive invalids, and rest tranquil in the faith that San Diego will one day, on account of its harbor, rival San Francisco.

The public school taught by Miss E. G. Barrett, numbering 45 scholars, is held in a plain, but neat school-house, and is, in all respects, a well-conducted school. San Diego County comprises but one school district, and that embraces some twelve thousand square miles, being nearly twice as large as the State of Massachusetts.

Children in the remote parts of the district would have to travel 150 miles to school. The county contains 342 children, and has only one public school,

which is in the town of San Diego. A new school is to be started soon at a settlement 65 miles from the town. The State apportionment received by the San Diego district, this year, amounted to $1,094.40, enough to maintain a free school all the year.

With the fund at command, the Trustees can well afford to raise the salary of their excellent teacher from $65 per month to $80, and they ought to do it. The female teacher we sent down there two years ago got married, probably on account of low salary; and if Capt. Thorne, of the "Orizaba," is to be believed, her successor intends to take the same melancholy course. Are there any courageous young ladies who want to teach the San Diego School when the next vacancy happens?

We took a six days' vacation at San Diego—the first vacation we had enjoyed for four years—from the fact that we could not get away until the arrival of the weekly mail line from Los Angeles.

From San Diego to Los Angeles the distance is 120 miles, a two-days' stage ride. A cold, drizzling rain did not add to the comfort of the trip.

Los Angeles.—We passed two days in visiting the schools of this city. The city contains 1048 children of school age, of which number about 250 attend the public schools, and 150 the private schools, leaving about 600 not attending any school. There are two substantial, but poorly planned two-story brick school-houses, and one new brick house, two miles from the center of the city, which was erected last year. The new house is well arranged, well furnished, and is designed for an ungraded school, which is taught by Mrs. E. A. Williamson, who deservedly ranks as a first-class teacher. In the city schools proper, there is one Grammar class for girls, taught by Miss Mary E. Hoyt, a deservedly popular teacher, and also a Grammar class for boys.

One of the primary schools, mostly attended by children of Spanish descent, is well taught by Miss Maddigan; and the other is in charge of Mrs. Foster, who has been several years engaged in the schools. Los Angeles County contains 2054 children between 5 and 15 years of age, and its last State apportionment amounted to $8,012. The rate of county tax levied last year was 35 cents on a hundred dollars, and the same rate will be levied this year. Out of 2054 children of school age, only 581 were last year enrolled on the public school registers, and the average daily attendance was only 376. The school libraries of this county have all been purchased and distributed by the County Superintendent, Wm. J. McKee.

San Bernardino.—Our visit to this county was a brief one, in consequence of a heavy rain storm, which settled the fact that we must return by steamer to San Francisco, instead of by stage, by way of Kern County and Visalia, as we had intended. We had the discomfort of a 65-mile ride in the rain, to San Bernardino, one day—a rainy night, and a return ride in the rain, the next day, to Los Angeles.

From what we learned, during our brief stay, from some of the teachers and citizens, we think there has been some improvement in the schools during the

past two years; but there is room for still further progress. One of the public schools is taught by Mr. William Wozencraft, a son of Dr. Wozencraft. This county contains 1,149 children of school age, of whom 672 were last year enrolled on the public school registers.

CHUNCLE ON LYING.

Ever since I sent Charlie to the public school he lies like sixty. I'm sure I don't know how he learns to lie so, or who's to blame for it.—Anxious Ma.

Yes, Ma'am; he *has* lied ever since he went to the public school, and always *did lie* before he went to it. Can you recall a time, ma'am, since he could talk, when he didn't lie? You know you can't. Lies like *sixty*, does he? So he does, ma'am, and before he went to the public school he lied like *eighty*. Don't know how he learned to lie? Why, you poor simple creature you, he learns it in the most direct manner possible; by example, ingenious, graceful, practiced, accomplished, powerful example. Who's to blame for it? Why, you, ma'am, his mother, the most efficient teacher he could have in that fashionable accomplishment. You needn't stare. It's true, and you know it. You've taken more pains to teach him to lie than you ever did to teach him to talk. How often have you, in his presence, told this neighbor that you were sorry she couldn't come last Tuesday; that one, that you were glad she had come at last; another, that you really couldn't get time to call on her, and so on, when he had seen you fairly hug yourself with delight because you knew the first *couldn't* come, thought the second *wouldn't* come, and got past the third one's house without being seen. How many tens of outright, fashionable, convenient lies have you told in his presence, and how many have you made him repeat? I see you blush to think of them, and well you may; but while you're about it, spread it on a little thicker at the thought of your meanness in trying to shift the responsibility from your own shoulders to those of his teacher, who really has taught the poor little fellow all the good he knows. Never mind, ma'am, you needn't apologize. *I'll* forgive you, but will your conscience let you off so easily? Try it.

D. U. T. Chuncle.

School Forms.—Prof. Knowlton has laid us under renewed obligations by adding to the volume a sheet illustrating his valuable article in the November number. It is hardly necessary to commend to our readers a reperusal of that paper in connection with the addition which the Professor has enabled us to give this month.

Omitted.—In the list of holders of First Grade State Certificates published in the February number of the Teacher, the name of Miss Mary J. Morgan, of Downieville, was accidentally omitted.

REPORT OF STATE NORMAL SCHOOL FOR THE MONTH OF FEBRUARY, 1867.

Whole number enrolled	125
Whole number of females	109
Whole number of males	16
Average number belonging	123
Average daily attendance	116
Per centage of attendance	94
Number admitted	1
Number left	3
Number in Senior Class	41
Number in Junior Class	42
Number in Sub Junior Class	42

REPORT OF TRAINING SCHOOL.

Whole number of pupils	229
Average number belonging	213
Average daily attendance	194
Per centage of attendance	91

CRITICAL SCHOLARSHIP.—We extract the following from the *Marysville Appeal:*

We are in blissful ignorance of the names of the teachers who gave the following answers at the late institute and examination, and we publish them with the kindest intentions, hoping that ambitious pedagogues and the too indulgent school trustees and parents may profit by looking at the naked facts. We wish the Trustees, especially, to remember that one of the persons who gave these answers can undoubtedly be employed at $40 or $50 per month, and board round, and perhaps they will lose the rainy days. Grammar—"Ess makes a masculine into a feminine." "A letter is a sound." "Gender means sox." "Add s and the apostrophe to make the plural." "Ix and ess suffixed to a word, change an unknown to a known gender." "A letter is a character to form words to express our ideas." "A claus jeneraly relates to some preseeding work." "Pronouns qunlify nouns, as, cool morning; cool expresses the quality of morning, and ling expresses the quality of these questions, as puzz-ling." Geography: Many failed to bound California correctly. "The inclination of the earth's axis is 45 degrees." "A degree of longitude is longest at the poles." "Stockton is situated on the Sacramento river." The mountain systems of the United States are "Coast Range, Nevadah, Blue Ridge, Allegany, White." "Birmingham is in jermany, and Melbourne is in Scotland." "The Nigar rises in Africa, flows northeast and empties in the Reed sea." "The Southern county of California is San Baruidino." "Mexico is bounded on the north by Arazona and Indian Territory, and on the east by Arcasses and Misses and on the south by the Gulf of Mexico, and southwest by Texas, on the west by Arizonia and Nevadah."

NEW BOOKS.—The following new books have been received:

PERSONAL RECOLLECTIONS OF DISTINGUISHED GENERALS. By Wm. F. G. Shanks. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 352.

This is a collection of papers from Harper's Magazine. The author was one of the ablest war correspondents during the rebellion, and had ample opportunity

to form opinions for himself as to the respective merits of the generals in command. He is by no means deficient in self respect, and he has the power to express his thoughts in clear and unmistakable English. He photographs Grant, Sherman, Thomas, Sheridan, Rousseau, Buel, and many other leaders; freely praises and freely criticises; and, on the whole, has furnished a very interesting and valuable book for the country.

The Lawyer in the School Room. By M. McN. Walsh, of the New York Bar. New York: J. W. Schermerhorn & Co. San Francisco: A Roman & Co. pp. 160.

This little volume compresses the laws of all the States on important educational subjects, and is a work of much interest to teachers and school officers. Some of the chapters were originally published in the *American Educational Monthly*, and extracts from them will be found in the Biennial Report for 1865, of State Superintendent Swett.

Out of Town. A Rural Episode. By Barry Gray. With Illustrations. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 311.

We welcome the author of "Matrimonial Infelicities" whenever he appears in print, not so much for any additions we expect to our useful knowledge, as for the quiet humor and the pleasant pictures he has always furnished. This volume is rather more sedate than his former productions were, and yet there is a new attraction in the softening down of his fancy by the ten years represented to have passed since he lived at "Hillside." Honest Barry Gray! May his shadow never grow less!

The Posthumous Papers of the Pickwick Club. By Charles Dickens. With original illustrations, by S. Eytige, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 464.

If anybody exists to whom the Pickwick Papers have hitherto been inaccessible by reason of their expense, this edition will remove all excuse for ignorance; at the same time, it is a beautiful little volume which may well be welcomed by many persons who already possess more pretending copies of the invaluable and immortal Pickwick. The sixteen illustrations are well conceived, and are a fine relief to the sharp-cut diamond type of the pages. We are informed that the publishers purpose to issue a complete set of Dickens' works in the same unique style.

Passages in the Life of the Faire Gospeller, Mistress Anne Askew. Recounted by ye unworthie pen of Nicholas Moldwarp, B. A., and now first set forth by the author of "Mary Powell." New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 237.

We think that no one who has enjoyed the work by which this author is best known, "Mary Powell," will fail to read almost anything that proceeds from her pen. In this account of one whose motto was, "Rather Death than false of Faith," we have many of the exquisite touches which abound in that other work; but as a whole the work before us will be less valued than any of its predecessors.

Two Marriages. By the author of "John Halifax, Gentleman." New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 301.

Two distinct stories, both sad; both told with the genius of Miss Muloch, though that genius is somewhat softened by gentle time. We need hardly say they are well told stories, but we must object to her frequent application of that genius to tales of this class. She can make us more hopeful of life, not less, as these stories do. But as there is a tragic side even to quiet lives, it may be well that it should be fairly written down sometimes, and therefore we send the book onward with our kind wishes.

Nasby. Divers Views, Opinions, and Prophecies of "Yoors Trooly, Petroleum V. Nasby, Lait Paster uv the Church of the New Dispensation." With humorous designs by Thee Jones. Cincinnati: R. W. Carroll & Co. San Francisco: H. H. Bancroft & Co. pp. 494.

"Swingin' Round the Cirkle." By Petroleum V. Nasby, Late Pastor of the Church of the New Dispensation, Chaplain to his excellency the President, and P. M. at Confederate X Roads, Kentucky. His Ideas of Men, Politics, and Things, as set forth in his letters to the public press during the year 1866. Illustrated by Thomas Nast. Boston: Lee & Shepherd. San Francisco: A. Roman & Co. pp. 299.

The two volumes above together form a most amusing memorial of political history during the past few years, and the letters, as quoted by the press all over the country, have had an influence not exceeded by more serious writings of statesmen and scholars. No styles could be separated by a greater distance than those of Junius and Nasby, but we question whether Junius was more effective in English affairs than Nasby has been in American. Mr. Lincoln himself is reported to have read the letters in the first named volume with great satisfaction, and to have laughed heartily at the remarkable statements of the "Lait Paster;" and we presume that even President Johnson would be unable to repress a smile at some of the views set forth by his devoted "Chaplain" and "P. M. at Confederate X Roads, Kentucky."

The Draytons and the Davenants. A Story of the Civil War. By the author of "Chronicles of the Schonberg-Cotta Family." New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 509.

We are glad to receive this volume. Several of the recent works by this author have seemed to fall below the high standard set in the "Schonberg-Cotta Family;" but here we find the sound ring which attracted us then. The scenes, too, in the Cromwell wars, are perhaps adapted to secure attention in America from the recent circumstances so sadly familiar to all. This is a book which can make no one weary, and which cannot fail to make the reader better. From the introductory note we learn that a subsequent volume will carry forward the historical sketch to the days of the Restoration, including some of the events connected with the settling of New England.

Observations on the Scientific Study of Human Nature. A Lecture delivered before the London College of Preceptors, October 10th, 1866. By Edward L. Youmans, M.D. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 41.

THE

CALIFORNIA TEACHER.

MAY, 1867.

Vol. IV.] SAN FRANCISCO. [No. 11.

STATE TEACHERS' INSTITUTES.

No argument is needed to prove the great advantages resulting from Teachers' Institutes. They are not intended as substitutes for Normal Schools, nor can they educate teachers to the business of their profession; yet they serve the most admirable purpose of improving those who are only temporarily engaged in the profession, of furnishing those who are not systematically trained, with the best methods of instruction, and of increasing the efficiency of professional teachers.

The exercises of an Institute involve an outline view of subjects relating to the proper mode of imparting instruction, present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced teachers to present practical views, which cannot be obtained from books. The best thoughts and best acquirements of the most original teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion, by bringing the teacher's labors more prominently before the community, and by promoting a higher estimate of the Common School in its vital relation to society and the State. The routine of a teacher's daily life limits his influence to the narrow sphere of the schoolroom; but the proceedings of an Institute are carried by the press to thousands of families in the State, and his views become

an active element in public opinion. No obstacle to the progress of Free Schools is so formidable as the apathy and indifference of the people. Eloquence the most winning, and logic the most convincing, alike fall dead upon the ears of those who see nothing in the establishment of Common Schools but an increase of the rates of taxation. But let the true relation of schools to property be once clearly seen, let it be generally known that the value of property increases with the excellence of the schools, and real estate cheerfully consents to be taxed from motives of self-interest. The axiom in our American system of Free Schools, that it is the bounden duty of the property of the State to provide for the education of all the children of the State, rich and poor alike, is in accordance with the spirit of our Government, and should be insisted on by the people to the very fullest extent. If the people of our State are indifferent to Public Schools, it is only because more absorbing topics engage their attention, while the educational interests are not urgently and persistently presented to their view.

The teachers of California constitute the advance guard of the great army of instructors in the United States, cut off from all personal communication with the main body, and too distant to feel the influences which are perfecting the drill and discipline of the corps in older communities. There are more than six hundred men engaged in teaching in this State, embracing, probably, a greater amount of talent, energy, and ability, than would be found in the same number in older States. Many of these are men of high attainments, forced by the circumstances of a new State into the temporary occupation of teaching; but, though liberally educated, and schooled by experience and travel, they are not familiar with the new methods of instruction known to the professionally trained teacher; and to such, the practical knowledge communicated in a single session of an Institute is invaluable.

Nor is the Institute less productive of useful results to *professionally* educated teachers. Association in some form is one of the most powerful agencies of the times. In conventions of industry and arts, mind is dignifying the labor of the artisan. Farmers have their agricultural societies, and hold their annual fairs, in which are exhibited the best stock, the choicest varieties of grain and vegetables, the most approved agricultural implements, and

the best labor-saving machines. The inventions, improvements, and discoveries of one, thus become the common property of all.

And while Institutes have accomplished so much in introducing better methods of instruction, they are no less beneficial in their effects on the mental habits of the teachers. Constantly imparting to minds inferior to his own, his faculties exercised in one direction only, his full strength seldom called forth, he needs the stimulus of contact with his equals, or superiors. A vigorous contest in a new arena lessens his self-conceit, and brightens his faculties.

It is a common notion that the occupation of teaching makes a man narrow-minded, or leads him into eccentricities, which stick to him like burs; but it is not true of a teacher who has in him the elements of living scholarship. He may, it is true, run in the grooves of daily habit, until he becomes a machine for dragging the dead weight of a school; but, on the other hand, he may, while imparting to others, himself drink from the perennial fountain of true scholarship.

But no occupation is more exhausting to nervous force and mental energy than teaching; and the teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

No wonder, then, that the schoolmaster, buried in some obscure district, surrounded only by the raw material of mind, which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, with no amusement but the collection of delinquent rate bills, and no study but "how to make both ends meet;" no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast blackboard, on which he is condemned to work out the sum total of his existence.

He only needs the social intercourse of Institutes, and the cordial sympathy of fellow teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected.

The duties of the teacher are not limited to the school-room; his influence should extend to society around him. If teachers fold their arms in listless apathy, it is not strange that public opinion is

"dead as a door nail" to their demands. There was a time when a man taught school because he was fit for nothing else; but all such fossils lie buried in the strata of past educational epochs. Now, a living man is asked for, not an abridgment of mathematics.

The students of the State Normal School will attend the Institute during its entire session, contributing their full share to the interest of the occasion. The entire *corps* of San Francisco teachers, two hundred in number, will be present, and from the interest already manifested in different parts of the State, it is safe to estimate that at least *five hundred* teachers will attend the Institute.

It is hoped that Boards of Trustees will extend every possible courtesy to teachers, by suspending school, or arranging the time of vacation so as to enable them to attend the Institute. In many of the older States, it is customary to suspend the schools and keep the teachers under pay during the time of attendance on Institutes. In this State, the expense of attending on Institutes is a heavy tax on the small salary of the teacher. We earnestly urge all Trustees to act with liberality, feeling confident that the money so expended would be returned tenfold in the increased interest and enthusiasm of the teachers.

While a State Institute is designed more especially for the teachers of Public Schools, professors and instructors in Colleges and private institutions of learning are hardly less interested in the success and influence of this educational meeting. The interests of Colleges and Collegiate Institutions are intimately connected with those of the Public Schools. All those who acquire an elementary education in the Common Schools, necessarily seek in private institutions of learning to complete a full course of instruction. The better the Public Schools, the larger will be the number of those whose minds shall be awakened to pursue a course of study beyond the range of the Common School. Before our higher institutions can produce disciplined thinkers, and thoroughly trained professional men, the elementary schools must be carried to a corresponding degree of excellence. It is clearly, then, their duty and interest to give the aid of their professional talent and experience to this large gathering of the friends of education, and they are cordially invited to participate in the proceedings of the Institute.

A MAY-DAY WELCOME—THE MAY QUEEN'S SPEECH.

Friends, parents, and children—merry welcome to all!
My rule is supreme in this beautiful hall;
The happiest queen that reigns under the sun,
I command you to join in the frolic and fun!

Dear subjects, from lessons I set you all free,
Neither schoolma'am nor master dare contradict me;
And puzzling committee-men, sober and glum,
Within my dominions will never dare come.

Brave boys! from the school-room I turn you all out
To grass, like young calves, to eut capers about;
Sweet girls! you may romp till each sunburnt cheek glows
With a color that vies with the red of the rose.

My books are the fields and the beautiful flowers,
My play-grounds, the hillsides; my school-rooms, the bowers;
The birds, my musicians; my harps, the green trees;
My scholars may laugh and play just as they please.

Ye mathematicians! no longer perplex
Your heads over uncertain values of X;
Leave your slates and your pencils, your blackboards and chalk,
And find out the worth of nonsensical talk.

Ye "old folks!" just think of your merry May-days,
When you, handsome boys, joined the girls in their plays,
When plump little maidens, with coquettish arts
And sweetest of glances, tormented your hearts!

Dear fathers and mothers! were not you once young?
The sweet songs of youth—were they not by you sung?
Hearts still are the same as in good days of old,
And the same pleasant story forever is told!

The girls meet you here with the sweetest of glances,
The toes of the boys ache to join in the dances.
And mothers! if you do not join with us, too,
I'll tell the old tale of our fathers and you!

So, young folks and old folks, join all in the fun,
The dancers are waiting, the talking is done;
And if there's a single sour fault-finder here,
We will send him off home with a flea in his ear.

—*Common School Readings.*

SELF-REPORTING SYSTEM.

Many persons of sound judgment and extensive observation have come to regard the self-reporting system, widely adopted in our public schools, as of very doubtful propriety. The objection is, that it encourages deceit and falsehood, and tends to demoralize pupils. The success of a single pupil in improving his rank by a false report is a very dangerous example for the whole class. The spirit of emulation is thus brought to the aid of temptation. It is a great trial for a spirited young scholar to carry home to ambitious parents a low report, when a little deceit, such as others practice, will save him from mortification. Deceit and falsehood should never triumph over honesty in the school-room.

It is important to develop in scholars a high standard of honor, and they should feel that they can be trusted; but there should be no system in schools where dishonesty has advantages over truth. Unless the self-reporting system is carefully guarded, it will lead to great abuses. If all false returns could be discovered and corrected, and timely punishment inflicted, the danger would be greatly reduced; but the great mass of teachers have not the time or the ability for investigating and detecting frauds. It is certainly far better for the teacher to make up his own reports, however imperfect his materials may be, than to tolerate a system which may undermine the morals of his pupils, by rewarding falsehood and degrading truth. Knowledge will be of little advantage to the coming generation without character; and while we enlighten, we should also fortify and strengthen the youthful mind.—*Report of Mass. Board of Education*, 1867.

The Lawyer in the School Room.—The author of this valuable little book (M. McN. Walsh, Esq.) has paid the debt which Lord Bacon asserts every man owes to his profession. His training as a teacher in the New York State Normal School; his subsequent and protracted experience in some of the best public schools in the country, and his legal studies at a still later day, have prepared him to perform well the task he has accomplished. We commend his book to the teachers of California.

Department of Public Instruction.

CITY CERTIFICATES.

The following is a full list of City Certificates issued by the City Board of Examination, during the present school year, under date of January 28th, 1867. The certificates issued by former boards having been granted at different times, it was difficult to ascertain when they expired. The "grades" of certificates issued were varied and conflicting, and for the purpose of having a uniform record and of equalizing grades under a simple classification, all the former certificates held by teachers were called in, and renewed by issuing new certificates of a grade corresponding to the old.

Certificates of the first grade are valid for four years, and entitle the holders to teach in the city schools, as Principal of a Primary School or as Head or Special Assistants of a Grammar School. Second grade certificates are valid for two years for teaching as Grammar Assistant. Third grade certificates, valid for one year, for teaching as Primary Assistant.

FIRST GRADE CERTIFICATES.

[FORM OF FIRST GRADE CITY CERTIFICATE.]

CITY AND COUNTY OF SAN FRANCISCO. [SEAL.] DEPARTMENT OF PUBLIC SCHOOLS.

The City Board of Examination, having examined in compliance with the provisions of the Revised School Law, hereby issue this

FIRST GRADE CITY CERTIFICATE,

which entitles the holder to teach in the Public Schools of this City as Head Assistant or Special Assistant of a Grammar School, and as Principal of a Primary School, and which shall remain valid for the term of four years from date.

San Francisco, Jan. 28th, 1867.

J. W. WINANS,
Pres't Board of Education,
JOHN C. PELTON,
City Superintendent,
JOHN SWETT,
State Superintendent,

THEODORE BRADLEY,
BERNHARD MARKS,
JAMES STRATTON,

City Board of Examination.

FIRST GRADE.

Aldrich, Miss A. F.
Benjamin, Miss Carrie V.
Bunker, Miss S. G.
Baumgardtner, Mrs. E. M.
Barr, Miss Sarah A.
Burt, Mrs. E. C.
Barker, Miss Ellen F.
Burrowes, Miss C. F.
Clapp, Mrs. L. A.
Chalmers, Miss Anna B.
Cook, Mrs. P. C.
Clark, Miss Sarah H.
Cummings, Miss Clara A.
Cooke, Miss Hannah
Comstock, Miss Bertha
DuBois, Mrs. A. E.
Duane, Mrs. A. S.
Deetkin, Mrs. Lizzie G.
Davis, Miss Sadie
Eaton, Miss Emily F.
Ehlin, Miss C. T.
Fink, Miss P. A.
Fowler, Miss L. T.
Forrester, Mrs. E. S.
Field, Miss C. P.
Griffith, Mrs. Aurelia
Hart, Mary Therese
Haehnlen, Miss Julia C.
Hobart, Miss S. L.
Hill, Miss A. A.
Huntington, Mrs. E. N. C.
Hunt, Miss Carrie L.
Jewett, Miss Lizzie B.
Kenney, Miss Alice
Kennedy, Miss Kate
Lewis, Miss M. A.
Ledlie, Miss M. J.
Mastick, Miss Laura J.
Morgan, Mrs. L. A.
Manning, Miss Agnes M.
McKenzie, Miss Maggie
Overend, Miss E.
Pattee, Miss C. M.
Parker, Miss Jean
Prescott, Miss D. S.
Phelps, Mrs. M. W.
Reynolds, Mrs. F. E.
Rowe, Miss A. A.
Ritchie, Miss M. J.
Smith, Miss Carrie L.
Stowell, Miss P. M.
Smith, Miss Jessie
Smith, Miss Jane
Sherman, Miss C. A.
Sherman, Miss S. S.
Shaw, Miss E. A.
Satterlee, Miss Helen
Sullivan, Miss Kate
Slavan, Miss A. E.
Thurton, Miss S. E.
Tibbey, Miss E. M.
Treat, Mrs. H. H.
Van Reynegon, Miss Annie
Wallace, Mrs. Lydia W. D.
Wood, Mrs. C. L.
Weaver, Mrs. H. L.
White, Miss S. J.

SECOND GRADE.

Barker, Miss Sarah R.
Bragg, Miss Mary J.
Boynton, Mr. George F.
Bennett, Miss Fannie E.
Baldwin, Miss Ellen S.
Bowen, Miss Ada C.
Burwell, Miss L.
Chase, Miss Carrie M.
Chadbourne, Miss N. M.
Campbell, Miss Amy T.
Cheney, Miss Mary B.
Chalmers, Miss Agnes
Childs, Miss K. B.
Doud, Miss Nettie
Davies, Mrs. Melvina C.
Dames, Miss M. E.
Dejarlais, Mrs. Louisa
Estabrook, Miss M. H.
Easton, Miss Lizzie B.
Flint, Miss Almira T.
Frissell, Miss Sarah E.
Foster, Mrs. Emily

SECOND GRADE—CONTINUED.

Giles, Miss Anna H.
Gibbons, Miss Anna
Grant, Miss Helen A.
Gunn, Miss Sarah M.
Grant, Miss Ellen
Gunn, Miss Jennie E.
Gummer, Miss L. L.
Hancock, Geo. Hughes
Holmes, Miss Annie N.
Holmes, Miss Ellen
Holmes, Miss Frances
Hyman, Miss Deborah
Hucks, Miss Annie E.
Jenner, Chas. Kirkam
Jordan, Miss Maggie L.
Kincaid, Mrs. Mary Weaver
Krauth, Miss M. Augusta
Knapp, Miss Salome S.
Lewis, Miss Cloelia Mary
Murphy, Miss Mary
Mosse, Miss Evlyn
McGilvray, Mrs. M.
Malloy, Miss Bessie
Miller, Miss Sarah E.
Mitchell, Miss Fannie
O'Connor, Joseph
Oak, Henry L.
Powell, Geo. Edward
Paseoe, Miss Mary
Parker, Miss H. F.
Phillips, Miss M. E.
Palmer, Miss Phœbe
Swain, Miss L. S.
Sheldon, Miss Jennie
Soulé, Miss Fannie
Solomon, Miss M.
Stowell, Miss F. A.
Scotchler, Miss Maria
Salisbury, Miss M. A.
Tucker, Miss M. E.
Varney, Mrs. Elizabeth
Wright, Miss Ada E.
Webber, Miss Emma F.
Williams, Miss Mary E.
White, Miss Elizabeth
Wade, Miss Maggie
York, Miss Lizzie

THIRD GRADE.

Anderfuren, Miss Emily M.
Arey, Miss Helen S.
Allen, Miss Alice C.
Barkley, Miss J. V.
Brady, Miss M. A.
Bonnell, Miss Kate
Brady, Miss Madeline
Crawford, Mr. Samuel Felton
Cook, Miss Mattie B.
Comstock, Miss Chloe
Cochrane, Mrs. Rowena
Cameron, Miss Augusta
Clegg, Miss Lydia A.
Carter, Miss T. J.
Cushing, Miss Ellen
Ciprico, Miss Annita C.
Eschenburg, Miss A. L.
Fowler, Mrs. C. P.
Gibbons, Miss Margaret Ellen
Gallagher, Miss Ellen
George, Miss M. F.
Guinness, Miss Mary
Gates, Miss H. M.
Howe, Mrs. Emiline J.
Hurlbut, Mrs. Belle
Hutton, Miss Julia A.
Hall, Miss Mary E.
Humphreys, Miss M. A.
Humphrey, Mrs. E. D.
Hallowell, Miss Bessie
Joice, Miss Amelia
Joseph, Mrs. S. N.
Jourdan, Miss Annie M.
Johnson, Miss S. A.
Kimball, Miss M. T.
Langdon, Miss Ann Eliza
Lannon, James Walter
Little, Miss M. J.
Lyons, Miss H. A.
Lunt, Miss A. V.
Lane, Miss Annie M.
Littlefield, Miss Nellie A.
Murphy, Miss Annie Maria
McLaughlin, Mrs. Kate
Morgan, Miss Mary E.
O'Connor, Miss Maria

THIRD GRADE—CONTINUED.

Parsons, Miss Maria	Solomon, Miss Leah
Porter, Miss Sarah E.	Sumner, Mrs. M. F.
Perkins, Miss Mary	Sullivan, Mrs. Therese M.
Rise, Miss Lydia A.	Thayer, Miss Susan Hickborn
Ross, Miss Abbie	Towle, Miss T. S.
Smith, Miss Grace	Wright, Miss Grace W.
Smith, Miss Eva J.	Weygant, Miss Mary E.
Sherman, Miss Philena	Younger, Miss Annie E.

SPECIAL CERTIFICATES FOR COSMOPOLITAN SCHOOL.

SPECIAL CITY CERTIFICATE.

CITY AND COUNTY OF SAN FRANCISCO. [SEAL.] DEPARTMENT OF PUBLIC INSTRUCTION.

The City Board of Examination having examined in compliance with the provisions of the Revised School Law, hereby issue this

SPECIAL CITY CERTIFICATE,

which entitles the holder to teach in the Cosmopolitan Schools of this City, as Teacher of the Language, and the English Branches taught in the department of said Schools, and which shall remain valid for the term of years from date.

San Francisco, 186

Arnold, Mr. J. C.	Jones, Mr. Henry Benj.
Bolander, Mr. H. N.	Lewis, Miss C. M.
Coulon, Miss Virginia	Morel, Charles
Chevalier, Mr. J. B.	McLaughlin, Mrs. K.
Dejarlais, Mrs. Louisa	Rendsburg, Mrs. Ulrica
Disneufbourgs, Mr. L.	Siegemann, Mrs. E.
Foster, Mrs. Emily	Tissot, M'me
Firmin, Mr. Francis A.	York, Miss E.
Graf, Miss M.	

SCHOOL CENSUS MARSHALS.—The attention of Trustees is called to the importance of appointing Census Marshals for taking the School Census in June. It is good policy to appoint a competent person, and pay a fair compensation for the work; for the omission of a dozen children in taking the census, would occasion a greater loss of State and county money than the entire sum paid the marshal. The average State and county apportionment per child, will equal from six to eight dollars; and it is, therefore, desirable that every child should be taken. Under the provisions of the Revised School Law, for equalizing and establishing district boundaries, the boundary lines have been clearly defined, so that the census ought to be correctly taken. The Census Report should be promptly sent to the County Superintendent.

STATE EDUCATIONAL SOCIETY.

San Francisco, April 3d, 1867.

The State Edueational Soeiety met at the offiee of the Superintendent of Publie Instruetion, agreeable to eall of the President.

President Bradley in the Chair; Superintendent Swett, Seeretary *pro tem.*

The Constitution of the Soeiety was taken up for diseussion, and, by unanimous vote, was amended and adopted, as follows:

CONSTITUTION OF THE CALIFORNIA EDUCATIONAL SOCIETY.

PREAMBLE.

We, as Teaehers of California, in order to further the Edueational interests of the State, to give effieieney to our Sehool System, to furnish a praetieal basis for united aetion among those devoted to the cause in whieh we are engaged, and, for those purposes, to elevate the offiee of Teaeher to its true rank among the professions, do hereby adopt the following

CONSTITUTION.

NAME.

Section 1. This organization shall be known as the "California Educational Society."

MEMBERS.

Sec. 2. All holders of State Life Diplomas, or State Edueational Diplomas, shall be eligible to membership on the reeommendation of the Exeeutive Committee, and the payment, in advanee, of an admission fee of five dollars.

Sec. 3. Any member may be expelled for unprofessional eonduet by a two-thirds vote of members present at any regular meeting; *provided*, that a eopy of the charges be deposited with the Reeording Seeretary at least four weeks before the meeting at which the eharges are aeted upon, and immediate notiee thereof be given to the aeeused.

OFFICERS.

Sec. 4. The offieers of this Soeiety shall be: a President, two Viee-Presidents, a Corresponding Seeretary, a Reeording Secretary,

and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

DUTIES OF OFFICERS.

SEC. 5. The duties of the President, Vice-President, Recording Secretary, and Treasurer, shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the Society under the direction of the Executive Committee.

SEC. 6. The Executive Committee shall consist of the President, Vice-Presidents, Recording Secretary, Corresponding Secretary, and Treasurer.

SEC. 7. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee; the three nominees having the highest number of votes to be considered elected.

SEC. 8. It shall be the duty of the Executive Committee to manage the general business of the Society, to examine the accounts of the Treasurer, and audit all claims upon the Treasury.

It shall be the duty of the Examining Committee to inquire into and determine upon the qualifications of candidates for membership.

VOTING.

SEC. 9. All voting upon admission to the Society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

SEC. 10. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

SEC. 11. There shall be a regular Annual Meeting of the Society at the Annual Session of the State Teachers' Institute; and special meetings may be called by the Executive Committee at any time during the year.

SEC. 12. No political or sectarian discussions shall be allowed in the meetings of this Society.

ASSESSMENTS.

SEC. 13. Assessments may be made from time to time at any regular meeting by a two-thirds vote of the members present.

DIPLOMAS.

SEC. 14. Every member of this Society shall be entitled to a diploma, in such form as the Executive Committee shall decide upon.

SEC. 15. This Constitution may be amended by a two-thirds vote of the members present at any regular Annual Meeting.

CALIFORNIA EDUCATIONAL SOCIETY.

NAMES OF MEMBERS.

John C. Pelton,	San Francisco.	T. W. J. Holbrook,	San Francisco.
Theo. Bradley,	"	J. D. Littlefield,	"
Samuel I. C. Swezey,	"	H. N. Bolander,	"
James Stratton,	"	Elkan Cohn,	"
John Swett,	"	James Denman,	"
Thos. S. Myriek,	"	E. Knowlton,	"
Bernhard Marks,	"	Wm. K. Rowell,	"
Ahira Holmes,	"	George H. Peck,	"
Silas A. White,	"	Martin Kellogg,	Oakland.
T. C. Leonard,	"	Sparrow Smith,	Sacramento.
A. E. McGlynn,	"	George Tait,	Oakland.
H. P. Carlton,	"	S. H. Goodrich,	Placer.
Ellis H. Holmes,	"	D. C. Stone,	Marysville.

STATE TEACHERS' INSTITUTE.—A State Teachers' Institute will be held in the City of San Francisco, commencing on Tuesday, May 7th, and continue in session four days. The Institute will meet for organization, on Tuesday morning, at 9 o'clock, in the Lincoln Hall, corner of Fifth and Market streets.

Teachers who attend the Institute will receive a certificate of attendance, from the President of the Institute; and arrangements have been made by which this certificate will be recognized as a *free return pass* over the following lines of travel: Any boats of the California Steam Navigation Company, to Red Bluff, Sacramento, Stockton, Napa, San Diego, San Pedro, and Santa Barbara; the San Francisco and Petaluma line; the Central Pacific

Railroad; the Oroville Railroad; and the San Francisco and San José Railroad.

The forenoons of each day will be devoted to visiting the city schools; the afternoons and evenings, to discussions, lectures, and general business.

All liberal-minded Boards of Trustees are expected to allow the teachers in their employ, time to attend the Institute. All public school teachers are invited to attend; and all holders of State Diplomas are especially requested to be present. Teachers of private institutions of learning, colleges, and college schools, are invited to attend and participate in the proceedings.

BOARD OF STATE NORMAL SCHOOL TRUSTEES.

San Francisco, March 28th, 1867.

Board met at the office of Superintendent of Public Instruction, pursuant to call of the Secretary. Present—Hatch, Swezey, Cottle, Sibley, Brierly, Swett; absent—Governor Low, and Superintendent Pelton. Mr. J. R. Brierly, Superintendent of Santa Clara Co., appeared and took the oath of office. Minutes of the last meeting read and approved. The Secretary submitted a letter from Geo. W. Minns, stating his willingness to return and take charge of the State Normal School, next July, provided his salary should be fixed at $3,000 per annum; otherwise, tendering his unqualified resignation. After some discussion, on motion of Dr. Hatch, the resignation of Mr. Minns was unanimously accepted, and the election of a permanent Principal postponed until the beginning of the next school year. The Chairman of the Executive Committee, Mr. Swett, submitted a series of rules and regulations and a course of study for the State Normal School, which were adopted by unanimous vote. Board adjourned to meet at call of the Secretary.

STATE BOARD OF EDUCATION.

After the adjournment of the Board of State Normal School Trustees, the State Board of Education met at the call of the Secretary. Present—Hatch, Swezey, Cottle, Sibley, Brierly, Swett.

The following additional list of books, for District School Libraries, was adopted:

Hans Andersen's Library, 8 vols. James Miller.
Hans Andersen Series, 12 vols. Rutledge & Sons.
Jonas' Books, 6 vols. Abbott. Clark & Maynard.
My Favorite Story Books, 12 vols. W. H. Appleton.
Youths' Library of Biography, 6 vols. Taggard & Thompson.
Army and Navy Series, 6 vols. Oliver Optic. Lee & Shepard.
Library of Modern American Heroes. 6 vols. Headley. Wm. H. Appleton.
The Brighthorpe Series, 5 vols. Sheldon & Co.
Youths' Library of Literature and Science, 7 vols. Taggard & Thompson.
The Juvenile Library, 14 vols. Crosby and Nichols.
Outward Bound. Oliver Optic.
Red Letter Days. Gail Hamilton.
Common School Readings.
Mrs. Leslie's Play and Study Series. 4 vols.
Women of History.
Men of History.
Mineral Riches of the Earth.
Triumphs of Ancient Architecture.
" " Modern Architecture.
Guyot's Common School Geography, Teacher's Edition.
Aunt Fanny's Series.

STATE BOARD OF EXAMINATION.

STATE EDUCATIONAL DIPLOMAS ISSUED, VALID FOR SIX YEARS.

Jan., 1867. Ambrose H. Randall, Stockton.
" " Miss Amanda Loomis, Stockton.
" " Thomas Nicholson, San José.
" " J. W. Anderson, Healdsburg.
" " W. A. C. Smith, Healdsburg.
" " Thomas N. Stone, Yreka.
" " E. S. Lippett, Petaluma.

Jan. 1867. Louisa A. Clapp, San Francisco.
" " Melville Cottle, Stockton.
" " Mrs. C. R. Beals, San Francisco.
" " H. P. Stone, Soquel.
" " Fred'k N. Campbell, Oakland.
" " Charles G. Ames, Santa Rosa.
" " Miss Kate Kennedy, San Francisco.
" " Wm. N. Granger, Marysville.
Feb'y, " Emily F. Eaton, San Francisco, on City High School Certificate.
" " Carrie L. Hunt, San Francisco, on Salem, Mass., State Normal School Diploma.
March, " Isaac Upham, Oroville, on 1st Grade State Certificate.
" " Agnes McFadden, Napa, on N. Y. State Normal School Diploma, and success in teaching.
" " Henry E. McBride, San Francisco, on Cal. S. N. S. Diploma.
" " Dennis Townsend, Volcano, on County Certificate, and twenty-seven years' experience in teaching.

FIRST GRADE CERTIFICATES.

Mar., 1867. Proctor Moulton, on Upper Canada Normal School Diploma.
" " Miss Susie N. Jewett, Nevada City, on Nevada County Certificate, and distinguished success in teaching Primary Schools.
" " Mr. B. J. Watson, Grass Valley, on Nevada County Certificate, and success in teaching.
" " Mrs. E. A. Williamson, on Los Angeles County Certificate, and success in teaching.
" " Miss Mary E. Hoyt, on Los Angeles County Certificate, and success in teaching.

SECOND GRADE CERTIFICATES.

Mar., 1867. Miss M. E. Bannister, on Santa Clara County Examination, 79 per cent.
" " Miss Mary E. Royce, on Marin County Examination.

School Libraries.—It is the duty of every teacher to take active measures to increase the small school libraries which will be purchased with the ten per cent. of the State School Fund. Let the teacher, through the pupils, solicit donations of books from residents in the district. Let the pupils solicit contributions of small sums for the same purpose. We know of one small district where an active teacher secured, in contributions of fifty cents and a dollar, nearly one hundred dollars. There is hardly a district in the State where a live teacher cannot double the sum set apart by the State. Get up a good school exhibition, or May Festival: the people will pay their money cheerfully for such an object. The little district of Howland Flat, Sierra County, raised over one hundred dollars by a school exhibition. The Lincoln School, in this city, raised eight hundred dollars for a library, in the same way; and the Denman School an equal amount. Let teachers take hold of the matter in earnest.

Report of State Normal School.—The following is the Report for the four weeks ending March 29th, 1867:

Whole number enrolled	122
Whole number of females	108
Whole number of males	14
Average number belonging	116
Average daily attendance	107
Per centage of attendance	92
Number admitted	6
Number left	12
Number in Senior Class	40
Number in Junior Class	41
Number in Sub-Junior Class	41
Number of counties represented	24

State Normal School Pupils as Teachers.—There has been an unusual demand upon this School for teachers, during the past few weeks. Not less than a dozen have left the past month for the interior counties to supply vacancies. Five went to Napa County in one installment, and since then, another demand has been made for several more; a call for three came this week from San Joaquin County: which counties long since recognized the merits of the State Normal. Most of these teachers are paid fifty dollars per month and board, while the munificent city of the Bay pays fifty without board, never giving a better evidence of its worth. Quite a number of applications have already been sent in to secure seats for the next term, to open July 8th.

Resident Editors' Department.

AMONG THE SCHOOLS.

San Jose is to have a new schoolhouse, which will soon be erected at a cost of $15,000. The house is to be three stories high, with a large hall for assembly and lecture purposes in the third story. The city has long been in need of a good school building, and the less said about the old ones, the better. We visited the public schools in company with Mr. Hart, the City Superintendent. The "High School Class," so called, of 40 pupils, is taught by Mr. J. W. Reed, and presents a good appearance. The class is now in a transition state from a Grammar School to an English High School; and when the new house is completed, will probably shed its chrysalis, and appear as a full-blown High School. The Grammar School is taught by Mr. Morton, who has been engaged in the city schools for a number of years. We listened to several well-conducted recitations, which showed that the school was making good progress. The whole number of teachers employed is ten—three male and seven female teachers. The whole number of census children between five and fifteen years of age in San José, is 955; the average number belonging to school is 400; and the average daily attendance, 370. About 250 children attend private schools, principally at the Academy of Notre Dame and the San José Institute. The city expended last year, for school purposes, $10,122.00. All the public schools in San José are *free* schools. The San José Institute, Freeman Gates, Principal, is in a flourishing condition, with 160 pupils in attendance. Mr. Gates has secured a most excellent corps of teachers; he pays them good salaries, and as a result, has a well-taught and popular school.

Santa Clara.—The school Trustees of this pleasant town have adopted plans for a new schoolhouse to be erected at a cost of $8,000. Such a house has been sadly needed for the past five years. The Santa Clara Grammar School, numbering 75 pupils, is taught by Mr. Hill, formerly of Mayfield, and Miss Julia P. Brigham, a graduate of one of the Massachusetts State Normal Schools. The boys and girls are seated in different rooms, but they recite together. The two Primary schools are crowded into a miserable little brick building, which would comfortably seat forty pupils, but which is made to hold over a hundred. Santa Clara has a Board of Education of six members, and a local Superintendent, under the provisions of a special school law. The Board is authorized to levy a school tax, annually, of one dollar on the hundred, without submitting the question to vote, which will enable the town to

secure a schoolhouse. The number of census children here, is 377—170 attend the public school, 125 the private schools, and 80 attend no school. The University of the Pacific contains its usual number of pupils, and there is a good prospect that it will soon be established in new buildings, and on a better financial basis. The Santa Clara College, one of the oldest institutions of the State, is well filled with students. The total expenditures of Santa Clara for public schools, last year, was $3,000. Santa Clara County contains forty-four school districts, and numbers 4,104 census children, ranking as the fourth county in the State. The rate of school tax levied, last year, was twenty-five cents; a few years ago, the rate was five cents. The total expenditure for school purposes, last year, was $35,000; in 1862, the amount was $17,000. The whole number of scholars enrolled on the public school registers, last year, was 2,390; the average daily attendance, 1,578. Out of the forty-four districts, thirty-four maintained free schools, without any rate bills. The teachers of this county hold monthly meetings for the purpose of mutual improvement. The Association has the best County Teachers' Library in the State. The County examinations of teachers have been carefully and thoroughly conducted for several years past. The County Boards have set a high standard; and as a result, good teachers have generally been secured, and good salaries have been paid.

Mr. J. R. Brierly, the present County Superintendent, was appointed the deputy of Mr. Tonner when the latter went East, six months ago, and recently has been appointed to fill the vacancy occasioned by the death of Mr. Tonner. The loss of Mr. Tonner is very deeply felt. He held the office of County Superintendent for three years, and discharged the duties with fidelity and ability. The schools improved rapidly under his administration. His successor, Mr. Brierly, is a capable and faithful officer. The schools in this county are generally in good condition. Mr. Van Schaick has a fine school at Mountain View; Mr. Kennedy is teaching at Mayfield; Mr. Shearer has a flourishing school at Gilroy; Mr. Huntley is teaching in the Orchard district; Mr. Leyser, in Los Gatos; Mr. Foshay, at New Almaden; and Mr. McPherson, in the upper town school.

Nevada County.—On the way to Grass Valley and Nevada City, we took a flying trip to Cisco, the terminus of the Central Pacific Railroad, plunged into snow ten feet deep, caught a glimpse of winter, returned, and reached Nevada City in a day of snow squalls. The public schools of Nevada have maintained a good reputation for a number of years. The High School, which numbers forty pupils, of both sexes, is taught by Mr. J. B. McChesney, who has won a high reputation as a thorough and successful teacher. The school has a beautiful geological and mineralogical cabinet; the order is good, and the recitations to which we listened, were well prepared. This school has furnished quite a number of young teachers for the county schools. The Intermediate School, taught by Mr. Powers, appeared well. The Primary School, in charge of Miss S. N. Jewett, is in all respects a model school. The colored school, numbering eighteen scholars, and taught by Mr. Cantone, was neat and orderly. This year, for the first time, the public schools were FREE for a term of five months. At the present time, the pupils all pay rate bills, ranging from

one to two dollars per month. Nevada, with a taxable property of one million of dollars, is well able to maintain free schools; and doubtless will soon raise, by local tax, the additional sum needed to put the schools on a solid American basis. The city needs, too, one good central schoolhouse. The present houses are barely comfortable, but neither convenient, nor well-arranged. Nevada numbers 572 census children; of which number, last year, 327 attended the public schools. Total amount of school expenditures for the year, $5,490.

Grass Valley.—This town has one Grammar school, two intermediate or ungraded schools, and one Primary. The Grammar school, numbering 40 pupils, is taught by Mr. Welch, a professional teacher of twenty years' experience. One of the ungraded schools, taught by Mr. Potter, contains 75 pupils, crowded into a house designed to accommodate 40; the other was, for some time, in charge of Rev. Mr. Northup; but he was recently compelled to resign on account of ill-health, and his place is to be filled by Mr. Morse. A new schoolhouse is much needed, and will probably be erected during the year. The money used for building school houses, in both Grass Valley and Nevada has been appropriated from the county school fund; no local or special school tax, we believe, has ever been levied in either place. As a result of this policy, heavy rate bills are levied. This year, for the first time in Grass Valley, one of the schools was kept free for five months. With a taxable property of two millions, the city ought to maintain free schools for ten months in the year. There are ten or fifteen colored children here, and a school for them will soon be established by the Trustees. The number of census children here, is 774; of this number, 300, last year, attended the public schools; 269, the private schools; and 200, no school whatever. Total expenditures last year, $4,400. At the Allison Ranch, three miles from Grass Valley, there is a flourishing public school, numbering more than a hundred scholars. At Forest Springs, three miles from Allison's, Mr. B. J. Watson has been teaching a flourishing public school for three years past. Mr. Watson, who has recently resigned for the purpose of going East, has won a high reputation as a successful and popular teacher. At North San Juan, there is an excellent public school, taught by Mr. E. M. Preston, a young teacher of a very high order of ability. The Trustees, as a mark of their appreciation, have raised his salary from $100 to $125 per month. We regret that we have never been able to visit this school. Nevada County returns 2,980 census children—the largest number of any mining county in the State. The average number belonging to the public schools last year was 1,200; and the total enrollment, probably 1,500. The number attending private schools was 500, which would leave about 900 who did not attend school during the year. The total amount of school expenditures was $25,960—of which amount $17,000 was derived from the county fund, and $4,500 from the State. Under a special Act for this county, the entire receipts from the sale of liquor licenses are paid into the school fund, and the amount derived from this source last year, was $10,000. The following is the Act, which we commend to the consideration of the legislators of other counties in the State.

"Section 1. All moneys derived from the sale of licenses for the vending of spirituous, malt, or fermented liquors, or wines, in quantities less than one quart, and all

moneys derived from the sale of traveling merchants', hawkers' or pedlers' licenses in the County of Nevada, shall hereafter be transferred to the Common School Fund of said county, and shall be used and appropriated as a part of such Common School Fund, and for no other purpose whatever."

The rate of county school tax, for 1865, was thirty cents, and for 1866, twenty-seven cents. The county examinations of teachers are well conducted, and the Superintendent has set a high standard of qualification. The Report of the County Superintendent, Mr. M. S. Deal, last year, was, in all respects, a model one. In the Report of the State Superintendent for 1864, the County Superintendent was censured for returning no financial report. The fact was, we have since learned, his predecessor left his books in such condition that it was utterly impossible to make a financial report. We make the *amende honorable*, retract the censure, and relieve Mr. Deal, fully, from any imputation of neglect of official duty. He has made an efficient officer, and deserves credit for it.

Sacramento.—Sacramento has good reason to be proud of her excellent High School. Under the former principal, Mr. R. K. Marriner, the school acquired a high reputation, which it continues to hold under the present principal, Mr. M. L. Templeton. The second story of a fine two-story brick schoolhouse is devoted to the High School, and the session room is one of the pleasantest in the State. The school numbers 40 pupils of both sexes, and the course of study is both English and classical. The discipline of the school is excellent, and the instruction thorough. The drill of the pupils in free gymnastics is excelled only by the class in the State Normal School. The Primary and Intermediate schools in the same building are filled to overflowing, and in excellent training. We regret that we could not spare the time to visit all the city schools. Sacramento City returned last year 2,113 census children; of which number, 1,458 were enrolled on the public school registers, and 264 reported in attendance on private schools, leaving only 391 not attending school. The total cost of schools last year, was $28,000. Under the careful management of the City Superintendent, Rev. William H. Hill, and good Boards of Education, the Sacramento schools have been brought to a high degree of excellence, and now stand second to none in the State. Sacramento County returned last year 4,384 census children, of whom 3,577 were enrolled on the public school registers. The total expenditures were $48,600. Of the sixty-three schools in the county, thirty-one were maintained as *free* schools. The County Superintendent, Dr. Hatch, has been four times elected to the office, and, altogether, has served nine years. He is a veteran in the service, and discharges his duties faithfully and efficiently. The Superintendent of the county is made, *ex officio*, a member of the State Board of Education, and the Board of State Normal School Trustees.

State Normal School.—Prof. Bolander, Principal of the Cosmopolitan Public School, gave a lecture before the State Normal School on Thursday of last week, on the subject of "Botany." There are two large classes studying the subject in this school, under the charge of Miss Houghton; and as about

thirty of them expect to leave the school in June to engage in teaching, the subject, presented, as it was, in a very practical manner, was exceedingly interesting. The Professor exhibited his portfolio and press, and showed the pupils the *modus operandi* of collecting, arranging and pressing flowers; how best to preserve the plants, to arrange the dryers, what kind of paper to use, and how to bring their muscle into service in the use of the press. The Professor next spoke of the distribution of plants, particularly of the coniferous trees of California, and closed with an account of the geological formation of the Sacramento Valley, Coast Ranges, and Sierras. It was a very instructive lesson, enjoyed by both pupils and teachers.—*Bulletin.*

STATE OF NEVADA.—We have received from Hon. A. F. White, Superintendent of Public Instruction of Nevada, the Second Annual School Report of that State, from which we gather the following statistics:

Whole number of children between six and eighteen	2,559
Whole number of scholars enrolled	2,181
Average number belonging	1,080
Average daily attendance	941
Total Expenditures	$42,883 00
Average monthly wages paid male teachers	$113 28
Average monthly wages paid female teachers	$92 37
Average length of schools in months	7.4

Concerning teachers' wages Mr. White says:

"There has been an increase in the average monthly wages of teachers over the year 1865 of fifteen dollars and thirty-four cents. In California, the average monthly wages of male teachers, in 1865, was seventy-four dollars. In Nevada, in 1866, it is one hundred and thirteen dollars and twenty eight cents—thirty-nine dollars and twenty-eight cents more than in California. The average monthly wages of female teachers in California, in 1865, was sixty-two dollars. In Nevada, in 1866, it is ninety-two dollars and thirty-seven cents, or thirty dollars and thirty-seven cents more than in California.

"Board in California is estimated at an average of twenty-five dollars per month. In Nevada, it is estimated at thirty-five dollars. This leaves a salary in California for male teachers, of forty-nine dollars; for females, of thirty-seven dollars, and is paid in coin. In Nevada, it leaves a salary for male teachers of seventy-eight dollars and twenty-eight cents; for female teachers, of fifty-seven dollars and thirty-seven cents, and is paid in currency *at gold value.* In fact, there is no other State where teachers are so well paid, especially females.

"The public schools which offer such remunerative inducements, should command the best talent in the country. It is certainly no small encouragement for persons whose opportunities, qualifications, and tastes are favorable, to adopt teaching as a profession. Ability, experience, and genuine worth will be appreciated, and faithful labor rewarded. By this liberality, Nevada asks that the standard of excellence for the instructors of her youth be elevated; that teachers, by the manifestation of the highest type of manhood and womanhood, command respect, and merit the lasting gratitude and love of those committed to their charge."

Mr. White pays the CALIFORNIA TEACHER a compliment, thus:

"Two years ago, the CALIFORNIA TEACHER was introduced into the Public Schools of this State. In 1865, it was supplied to twenty-six teachers. This year, for some cause not stated in the reports, it has been furnished to only fifteen teachers. It is made duty of each County Superintendent (Sec. 18, Division 8 of the law) 'to subscribe

annually for a sufficient number of copies * * * * to furnish each school officer and teacher in his county with a copy of the same, and one copy to be filed with the records of the district.'

"The TEACHER was offered to the schools of this State on the most liberal terms, and is, and has been a faithful, earnest, and able advocate of every judicious improvement in the manner of conducting schools, and in the system upon which they should be established. It has invited candid and thorough discussions upon a wide range of topics, embracing all that was calculated to encourage parents and guardians to embrace every opportunity for the mental and moral improvement of the children under their charge. It has done much to sustain teachers, trustees, and school officers in the faithful discharge of their duties. It is the only journal on the Pacific Coast devoted exclusively to 'educational purposes,' and wherever it has been read has awakened interest, quickened effort, and hastened the fulfillment of noble purposes. Our teachers and trustees cannot do without it, and the County Superintendents do them and the schools a great wrong when they neglect to subscribe for it as the law directs."

He discusses at length the question of Agricultural College and Mining School, recommends the establishment of a State Normal School, and proposes some amendments to the School Law. He recommends contributions for the National Lincoln Monument as follows:

"Attention was called to this subject in the Report of eighteen hundred and sixty-five. It was desired that the public schools of Nevada might make a voluntary offering towards the erection of a national monument in memory of our martyred President, Abraham Lincoln. The schools in California have contributed liberally, and the patriotism of the children of other States is manifested by the most generous offerings for this purpose; but, as yet, nothing has been done in this State. It is hoped that efficient measures will speedily be taken by County Superintendents, Teachers, and Trustees, to awaken an interest, and to show that the public schools of Nevada are not wanting in patriotic zeal and in heartfelt gratitude to the defender and preserver of the nation in its hour of greatest peril."

The report is well-written, and highly creditable both to the Superintendent and the State.

NEW BOOKS.—The following new books have been received:

A CRITICAL HISTORY OF THE DOCTRINE OF A FUTURE LIFE. With a complete Bibliography of the subject. By William Rounseville Alger. Fourth edition, thoroughly revised. New York: W. J. Widdleton. San Francisco: A. Roman & Co. pp. 914.

This is a marvelous production. Whether we consider the painstaking research, the breadth of investigation, or the results of Mr. Alger's labor, we marvel. All men have thought upon this theme. It is a necessity of human nature to consider at times whether there be anything beyond this earthly living, and, if there be, then—what? All the ages have wrought upon the problem, and, even with such facts as holy writ sets forth, we only grope about in the dimmest twilight, longing to know what is to be. The story of men's thought—how men have believed, what they have rested upon—as to the future life, is what this book sets forth. Mr. Alger's text is divided into five parts, as follows: Historical and Critical Introductory Views, containing four chapters; Ethnic Thoughts concerning a Future Life, twelve chapters; New Testament Teachings concerning a Future Life, eight chapters; Christian Thoughts con-

cerning a Future Life, three chapters; Historical and Critical Dissertations concerning a Future Life, nine chapters. We may safely pronounce this book unequaled for the thoroughness of investigation on the subject treated. Differing most widely from many of the conclusions, as well as from many of the processes of his thought, we recognize through his admirable style and genial spirit "a fellow worker needing not to be ashamed." He passes on, overturning the systems of religious thought, the systems that men have lived and died for through ages; but it is done in so gentlemanly a way that the most apparently injured seems rather to thank than to blame him. "Impossible as it may seem," he virtually says, "such statements as these have been believed by excellent divines, and set forth by them as literally true;" and then, with a few rapid motions of his pen, he does what the sword has failed to do in time past, for in just such faith as he exposes the absurdities of, as to the future life, have men and women not only lived, but suffered and died strange deaths in Christian and in heathen lands. And Mr. Alger writes as if he felt all this; as if he felt that the faiths of all nations have something in them to be revered, and that only the truth justifies his sweeping away false theories that have been so dear to men. The work is very handsomely printed, and is an honor to the American press. It cannot be very popular among the religious orders in any country, but it will be a necessity for them after all, as containing, in available form, what it claims—a critical history of the doctrine of a future life.

The Science of Wealth. A Manual of Political Economy; embracing the Laws of Trade, Currency, and Finance. By Amasa Walker, Lecturer on Public Economy in Amherst College. Boston: Little, Brown & Co. San Francisco: H. H. Bancroft & Co. pp. 478.

At no period in the history of our nation has the necessity of attention to the principles of political economy been so imperative as at present. The volume before us presents not only a methodical discussion of the whole subject, but gives unusual space to the currency and to taxation in the various forms adopted by national, State, or municipal authority. The author believes in hard money, and therefore would rejoice in California. He believes in free trade and direct taxation, rather than protection and indirect levies upon the people. We have received much light on the principles involved; and without conceding all the points as stated, we can heartily commend a study of the work to persons fitted to investigate the general subject. The table of contents and the index render every part of the volume serviceable, while the style of publication fully maintains the reputation of the publishers.

A Youth's History of California, from the Earliest Period of its Discovery to the Present Time. By Lucia Norman. San Francisco: A. Roman & Co. pp. 187.

We extend a hearty welcome to this tastefully bound little book. It was needed. While it claims no particular merit as a literary work, confessing its obligations to other authors, it comprises most of the leading facts in the history of our State, and puts them in such style that almost any child can understand them. We trust the publishers will be duly rewarded for their labor and expense in this venture.

WÁ ,YING TSÁP– Ü.

CHINESE AND ENGLISH PHRASE BOOK, with the Chinese Pronunciation indicated in English; specially adapted for the use of Merchants, Travelers and Families: By Benoni Lanctot. San Francisco: A. Roman & Co. pp. 80.

Not being altogether familiar with the Celestial language, the editor-in-chief consigned this book to his Chinese professor, who reports as follows:

MR. EDITOR:—A book bearing the above Chinese title, has been put into our hands, with a request that a truthful notice of it should be written for your valuable journal. This title was doubtless given by a Chinese scholar who had examined the manuscript, and it expresses with that remarkable felicity for which we Celestials are noted, the character of the book. A translation of the title will therefore be a description of the work. Wá = Chinese; ,Ying = English; Tsáp – ü = Language. The third word, Tsáp, is the descriptive one, and we give from Dr. Williams its full definition: Tsáp = A mixture of different colors or ingredients, particolored, streaked, mixed, unassorted, blended, mingled, confused, various, all sorts, miscellaneous, heterogeneous, fragmentary; to mix, to confuse, to revolve, to repeat, to bore through. The name of the author suggests that his own tongue is not English, and his orthography of the "Canton dialect" gives abundant evidence that he knows very little of either that or any other dialect of China. He uses the *i* in machine for the sound of *a* in Germ*a*n, ow for au, oi for ui, hoi for ui, kéang for keung, too for tō, hong for hang, s for sh, ts for ch, ch for ts, shu for sho, makes no distinction between ō in home and o in lost; and how many more discrepancies we will not try to mention. All the above, and more, met our eye in less time than it has taken to write them. The *tones* and *aspirates, absolute essentials* to correct pronunciation, are *ignored* entirely. He has given the acute and grave accents to indicate inflections, but they are inadequate, and seldom in this work so used as not to mislead. In some words we recognize the orthography of the pocket dictionary of Rev. Mr. Chalmers; and had our author taken pains to look out all his words in that, and used the same system of spelling, (though not the best one) his work might have been of *some* use. But, as it is now presented to the public, it is no great venture to say, that no man in the world, unacquainted with Chinese, can pronounce a single sentence of the book and be *certain* that he gets it right. Now this arises from no inherent difficulty in the language, but from either ignorance, or unpardonable indolence in the author.

There is one page of errata—a very bad compliment to an "elementary" book—but in this one there should be just seventy-three pages more of it to correct the orthography. The Chinese characters may be of service to one unacquainted with the language, provided one can *find* the phrase he needs *when he wants it to use.* Perhaps the arrangement is as good as the size and description of the book admits.

Messrs. Roman & Co. seem to have spared no pains to make it worthy of the public. The paper is of first quality, and the binding neat and tasteful, and the printing is quite as good as we are accustomed to get from stone. The word LITH. on the first leaf, gives room to hope that a second edition, if one should ever be called for, will be revised before being presented to the public.

We might in truth say more, we could not in justice to all say less, in criticism. We therefore make the triple bow, and remain your stupid little brother to listen to instructious, and obey commands, KWONG TUNG.

SIX HUNDRED DOLLARS A YEAR. A Wife's effort at low living under high prices. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 183.

We are not told whose wife this writer was. So many wives have been compelled to make efforts at "low living under high prices," that the story of *any one* must possess a certain interest for a host of women. And this one enters upon details. She gives her recipes for the table with the most assured spirit, so that sometimes one half suspects after all it is a cook book before him; then there comes some newspaper article, evidently taken from a wife's scrap book, and having possibly some slight connection with the main subject. The lady managed to have a servant with the six hundred a year, that she claims; but it is with satisfaction we observe the six hundred requires to be increased by house rent, which is free, for this fact is indicative of the impossibility of paying regular bills in a well managed household with the sum of which the title speaks. The book is well timed, and suggestive enough to be worthy of an extended circulation.

COMMON SCHOOL READINGS. Containing new selections in Prose and Poetry for Declamation, Recitation, and Elocutionary Readings in Common Schools. By John Swett, Superintendent of Public Instruction, State of California. San Francisco: H. H. Bancroft & Co. pp. 230.

In our last number we were permitted to copy from advance sheets the Introductory Remarks on Elocutionary Training in the Common Schools. To that extract we should add the information of the compiler's purpose, as stated in his Preface, which was "to select pieces adapted to the tastes and understanding of school children; to make modern selections not found in other works of a similar character, and to exclude the waste matter, never used by either teachers or pupils, which fills so large a space in many works on elocution." This book is of convenient size for every-day use, and cannot fail, we think, to be very helpful to those for whom it is designed. The selections have been made with more uniformly good taste than those in any other "school speaker" with which we are acquainted. Of patriotic and national selections there is no lack. Webster and Baker seem to be the favorite orators of Mr. Swett. Among his orators, however, we find Thomas Starr King, Rev. Dr. Stone, A. A. Sargent, J. W. Winans, John Conness, and F. P. Tracy. Among his poets, after Whittier, Bryant, and Holmes, we find Stoddard and Harte, besides a certain meritorious anonymous poet, whom, we strongly suspect, Mr. Swett's natural modesty has done injustice to. After a careful examination of "Common School Readings," we pronounce our decided conviction, that, as a whole, it is the best book for the sphere it was designed to occupy that has yet been presented to the public.

A YOUNG MAN'S MISSION. A Sermon preached before the Young Men's Christian Association of San Francisco, in Calvary Church, Sabbath evening, Feb. 17th, 1867. By Rev. Chas. Wadsworth, D.D., Pastor. Published by request. San Francisco: Rooms of the Association. (paper) pp. 21.

The Tent on the Beach, and other Poems. By John Greenleaf Whittier. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 172.

The poet and two good friends of his were finding rest at the seashore. To make the evenings more pleasant, nine poems were written and read by the lamplight. These poems are interwoven with a poetic description of the party; the whole forming a delightful little volume, which is further enriched by five national lyrics and eight occasional poems, including the hymn sung at the dedication of the Unitarian Church at San Francisco, and ending with the noble tribute to the memory of Thomas Starr King, already published in the California Teacher.

First Lessons in Numbers. By John H. French, LL.D. New York: Harper & Brothers. 1866.

This first book of French's Arithmetical Series is based on the natural order: first, visible objects; second, concrete numbers; third, abstract numbers. It is beautifully illustrated; and, so far as we have examined it, is superior to any other work of the kind with which we are familiar. It is a valuable book for the teacher's desk.

Venetian Life. By Wm. D. Howells. New York: Hurd & Houghton. San Francisco: H. H. Bancroft & Co. pp. 359.

Those of our readers whose knowledge of Venice is perfect, and those who neither know nor care to know about that famous city, are hereby warned against this book. We regret the necessity of confessing that the busy life of San Francisco has forced us into the last named class, and we approached the book in the beaten way of duty, not from any expectation of comfort therefrom. But we found it a book that is full of life, genial in spirit, altogether one of the most pleasant of descriptions; and we read it through without once wishing it shorter. Need we say more in order to bring our readers into Mr. Howells' excellent company?

A French Grammar. Being an attempt to present in a concise and systematic form the essential principles of the French language; including English exercises to be translated into French, with vocabularies, an alphabetical list of the most common French idioms, and a copious Index. To which is added a French, English, and Latin Vocabulary, containing the most common words in French which are derived from Latin. By Edward H. Magill, A.M., Sub-Master in the Boston Latin School. Boston: Crosby & Ainsworth. San Francisco: H. H. Bancroft & Co., A. Roman & Co. pp. 287.

The French Manual. A new, simple, concise, and easy method of acquiring a conversational knowledge of the French language: including a Dictionary of over ten thousand words. By M. Alfred Havet. Entirely revised and corrected from the last English edition, with a new system of pronunciation. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. xxxii, 188, 112.

Pacific Base Ball Guide for 1867. Adopted by the Pacific Base Ball Convention of California. San Francisco: A. Roman & Co. (paper) pp. 34.

Elements of Logic: Comprising the Doctrine of the Laws and Products of Thought, and the Doctrine of Method; Together with a Logical Praxis. Designed for Classes and for Private Study. By Henry N. Day. New York: Charles Scribner & Co. San Francisco: A. Roman & Co., H. H. Bancroft & Co. pp. 237.

Any teacher on this coast who wants to become practically acquainted with logic, will find Prof. Day's work, in our opinion, the greatest help in his efforts which has yet been presented to the public. To master it thoroughly would be a most valuable discipline, aside from the additional power over other minds which a practice of its principles would secure.

The Combined Spanish Method. A new Practical and Theoretical System of learning the Castilian Language; embracing the most advantageous features of the best known methods, with a Pronouncing Vocabulary, containing all the words used in the course of the work, and reference to the lessons in which each one is explained: thus enabling any one to be his own instructor. By Alberto De Tornos, A.M., formerly Director of Normal Schools in Spain, and now Teacher of Spanish in the New York Mercantile Library, New York Evening High School, and the Polytechnic and Packer Institutes, Brooklyn. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 470.

We rarely do more than announce the title of books professing to teach the modern languages; but in this particular case, we are impelled to express the satisfaction derived from a somewhat hasty examination of Prof. Tornos' work, which examination we should be glad to have our readers make a more thorough one for themselves.

Our Mutual Friend. By Charles Dickens. With original illustrations, by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 479.

Through the courtesy of Mr. Roman, we are permitted to call the attention of our readers to this second issue of the "Diamond Dickens," after looking, in the solitude of our sanctum, upon the pleasant pictures and the compressed, though comely type marks upon the tinted leaves. This Edition may be productive of weak eyes in future years, but the temptation to read Dickens in so convenient a handful is too strong to be successfully resisted.

THE

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ADDRESS OF STATE SUPERINTENDENT SWETT

BEFORE THE STATE TEACHERS' INSTITUTE AT SAN FRANCISCO, MAY 7TH, 1867.

FOUR years ago, many of you now before me, were present at the largest and most enthusiastic gathering of teachers that ever assembled in this State. I remember well the circumstances under which we met. The army of the Potomac had been driven back from the disastrous field of Chancellorsville; the rebel hordes were already on their march into the heart of the North: and wounded, bleeding, and exhausted, the nation seemed to be gathering its powers for the final wager of battle which should determine its fate forever. The star of treason seemed to be in the ascendant. Rebels were exultant and patriots despondent. Vicksburg could never be taken; Port Hudson was impregnable; and Lee would soon lay New York in ashes. In two short months Grant had strangled Vicksburg; Port Hudson had fallen; Gettysburg, made immortal by victory, was consecrated by the graves of thousands of heroes who died that we might live; the tide of invasion was rolled back, and the nation was saved. Then followed in swift and glorious succession: Chattanooga, the fall of Atlanta, the annihilation of Hood, Sherman's triumphal march through Georgia and South Carolina, the desperate struggles of the Wilderness, the decisive battle of Five Forks, the surrender of Lee, and the war was ended.

The exultation of victory, and the gladness of peace were saddened by the assassination of Abraham Lincoln, the last great victim of the barbarism of slavery; and a new political contest began for the preservation of the civil rights which had been won at the point of the bayonet.

Thanks to the wisdom, prudence and patriotism of the Thirty-ninth Congress, victory again crowned the banner of progress, and the nation is to be reconstructed on the eternal principles of justice. No grander record of Freedom and Nationality was ever made.

The work is done, and well done; and we may exclaim with William Cullen Bryant:

O thou great Wrong, that through the slow-paced years
  Didst hold thy millions fettered, and didst wield
  The scourge that drove the laborer to the field,
And look with stony eye on human tears,
    Thy cruel reign is o'er;
    Thy bondmen crouch no more
In terror at the menace of thine eye;
  For He who marks the bounds of guilty power,
Long suffering, hath heard the captive's cry,
  And touched his shackles at the appointed hour,
And lo! they fall, and he whose limbs they galled
Stands in his native manhood, disenthralled.

A shout of joy from the redeemed is sent;
  Ten thousand hamlets swell the hymn of thanks;
  Our rivers roll exulting, and their banks
Send up hosannas to the firmanent.
    Fields, where the bondman's toil
    No more shall trench the soil,
Seem now to bask in a serener day;
  The meadow-birds sing sweeter, and the airs
Of Heaven with more caressing softness play,
  Welcoming man to liberty like theirs.
A glory clothes the land from sea to sea,
For the great land and all its coasts are free.

During this eventful period, amid the upheavals of the transition epoch of the nation, in all the loyal States, the public schools have quietly and steadily gained strength. The war has proved their value, and demonstrated their necessity to the existence of a free people. Where would the nation have been to-day, but for the intelligence imparted by free schools during the last quarter of a

century? Who fought our battles but the men drilled into patriots by the public schools? In the great political campaigns since the war, what but the general diffusion of intelligence has kept the people true to freedom? The character and opinions of the men whose will, expressed through the ballot box, makes and *amends* constitutions, have been formed in the public schools.

Into the regions of rebellion and ignorance, free schools have followed in the track of Union armies. The gleam of intelligence already begins to illuminate the dusky faces of the children of a race long enslaved.

The old flag of a new nation now floats over every foot of the old republic, and everywhere under its protecting folds every human being may claim the right of free labor, free speech, free thought, and free schools.

Turning from these grand historical events of the nation, to our own young State on the outer verge of the continent, let us mark its educational progress.

Since the Institute of 1863, our public schools have been quietly and peacefully revolutionized. In the grand events of national history, in the building of cities, the construction of roads, the settlement of land titles, and the excitement of life incident to a new State, the progress of schools is hardly noticed except by those who are most directly interested in them. *Then*, we had little to be proud of in our educational record; *now*, California will not suffer by comparison with the most progressive educational States in the Union.

Then, the annual amount of money expended for public schools, was $480,000; *now*, it is nearly a million.

Then, there was no direct State tax for the support of schools; *now*, the State tax is eight cents on the one hundred dollars, giving an annual revenue from this source alone, of $120,000.

Then, the State apportionment was $130,000; *now*, it is $260,000.

Then, the amount raised by county and city school taxes was $294,000; *now*, it is $470,000.

Then, the amount raised by district taxes, voted by the people, was $7,000; last year the amount was $73,000, or more than ten times the amount raised in 1862.

Then, the maximum county school tax allowed by law, was twenty-five cents, and the minimum required to be levied, *nothing at all; now*, the maximum tax is thirty-five cents, and the minimum tax must be equal to three dollars per census child, which in many counties requires the maximum rate of thirty-five cents.

Then, the amount raised by rate-bills of tuition was $130,000; *now*, it is only $79,000, showing a rapid approximation to a free school system. Three-fourths of the pupils now attend free schools during the year, and all are secured by law the right of a free school, either for three months or five months, in proportion to the size of district.

Then, the amount paid for teachers' salaries was $328,000; *now*, it is $550,000—an increase of sixty-eight per cent.—while the number of teachers, in the same time, has increased only thirty-one per cent.

Then, the total expenditure for schools amounted to a per centage on the assessment roll of the State, of thirty cents on each one hundred dollars; *now*, it amounts to more than fifty cents on the one hundred dollars.

In 1862, the amount expended per census child, was six dollars and fifteen cents; last year, it was ten dollars and twenty cents.

In 1862, the amount expended for school houses, was $49,000; in 1865, it was $257,000. During the school years 1864 and 1865, two hundred new school houses were erected. The total amount expended for school houses in this State, since 1862, is greater than the amount for the ten years previous. The limitation of the tax for building school houses, which was forced upon the friends of the Revised School Law, has somewhat interfered with the erection of buildings during the past year; but this limitation will be repealed at the next session of the Legislature.

Then, the average length of the schools was less than six months in the year; *now*, it is seven and four-tenths months—an average length of schools which is exceeded only by Massachusetts and Nevada, of all the States in the Union.

Since then, while the number of census children has increased twenty-six per cent., the average number attending the public schools has increased more than fifty per cent.

The stronger hold which the schools have taken on public opinion,

the greater skill, earnestness and enthusiasm of teachers, the consequent improvement in methods of instruction and classification; the use of better text books; the deeper personal interest of parents; the neater and more commodious houses: all these together constitute an advancement which cannot be expressed by a contrast of statistics.

Then, we had no State educational journal, and hardly a dozen copies of the school journals of other States entered the Golden Gate; *now*, the CALIFORNIA TEACHER has a circulation of 2,700 copies. It reaches every school officer in the State; it goes into the hands of every teacher, into every school library, and to every newspaper in the State. Many of its items of information, and educational articles are largely quoted and republished by the newspaper press; and the result is that the amount of reading relating to schools, put before the people, has been increased a hundred fold. It has done more to inform Trustees, to awaken professional pride among teachers, and to secure an efficient execution of the School Law, than any other educational agency in the State. It has cost the two editors who nurtured its feeble infancy some anxiety, and many a day's extra work; but they are fully satisfied that the labor has not been given in vain.

Then, the State Normal School numbered thirty pupils; *now*, it has one hundred and twenty-five enrolled, has graduated seventy-eight, and has sent out a hundred undergraduates.

Then, we had no system of professional examinations; no educational society; no organization, and little professional pride. In fact, a man generally apologized for being forced to resort to teaching until he could find something else to do.

Then, the "old schoolmasters" of San Francisco were examined every year by doctors, lawyers, dentists, contractors, and business men, to "see if they were fit to teach the common school" they had been teaching years in succession. There was no standard of qualification, except the caprice of "accidental boards."

Throughout the State, examinations were oral, and in most cases, resulted in issuing to everybody who applied, a certificate "to teach school one year."

Now, a new order of things prevails. Every Board of Examination, whether State, City, or County, must be composed of pro-

fessional teachers exclusively; all examinations must be in writing, and in certain specified studies; and certificates are issued for life, or for a length of time proportioned to the grade of certificate issued.

California is the only State in the Union, in which teachers have gained the legal right to be examined exclusively by the members of their own profession, and we have just cause to be proud of the fact. It has already done much to make the occupation of teaching respectable. It has relieved good teachers from useless annoyance and humiliation; it has increased their self-respect, stimulated their ambition, and guarded the schools against quacks and pretenders.

Concerning this provision of the law, Prof. Wm. Russell, of Massachusetts, who has been for many years the advocate of professional certificates for teachers in the older States, says in the December No. of *Barnard's Journal of Education:*

"By the 'Revised School Law,' approved March 24th, 1866, professional diplomas are classified as conferred by State, county, and city boards of examination. The close attention to details in these enactments, indicates the careful consideration with which the measures contemplated have been prepared. The results already secured place the State of California on high vantage ground, as a field of educational labor, inviting the attention of all worthy candidates for the office of teachers; and the State cannot fail to reap a rich reward for the noble spirit of enterprise which, in this respect, it has manifested. Its popular designation, 'The Golden State,' will, ere many years shall have elapsed, bear a new and higher meaning, referring to 'riches that perish not with the using.' In coming years, the other and older States, in which but a partial progress has as yet been made toward the results already secured in California, will gratefully acknowledge the benefits derived from the influence of her example."

Our School Law is the only one in the United States which has taken broad, professional ground, by providing that the diplomas of State Normal Schools in other States shall entitle the holders to legal recognition as teachers in this State.

The State Board of Education has already issued thirty-three "State Life Diplomas," and the State Board of Examination has

granted eighty State Educational Diplomas, valid for six years; eighty-four First Grade Certificates, valid for four years; eighty-two Second Grade Certificates, valid for two years; and forty Third Grade Certificates, valid for one year: making a total of three hundred and nineteen State Certificates, or one-fourth of the whole number engaged in teaching in California.

Throughout the State, the County Boards have established a fair standard of qualification—the printed questions of the State Board are generally used—and as a result, the old teachers have become ambitious to secure the highest grade certificates, competent teachers are secured, and the schools are protected against incompetent ones whose only recommendation was that of teaching for little or nothing.

I hazard nothing in saying that the standard of qualification required for the teachers of ungraded county schools in this State is uniformly higher than in any other State in the Union. It is the testimony of County Superintendents that our thorough system of examinations has doubled the efficiency of the common schools of the State.

Strange to say, this new system of professional examinations was violently opposed four years ago, and by none so vehemently as by some common school teachers.

The world moves: is there a single teacher here who would desire to have the old order of things re-established? But I never doubted, that once established, it would remain a part of our school system as long as schools were maintained.

It was my sanguine hope, for many years, that, in this new State, teaching might aspire to the dignity of a profession; that teachers might learn to combine their strength, respect themselves, command the respect of others, and honor their occupation. I have lived already to see the promise of the future. It has been and is my highest ambition to elevate the profession of teaching; for I well know that in no other way can the public schools be made the great educators of the State and the nation. If the citizens of this State desire to have good schools, they must pay professionally trained teachers high salaries. If they want talent, they must buy it.

Already the result has been to materially raise the wages of

teachers, and to increase the demand for professional teachers, instead of itinerants.

Four years ago, outside of San Francisco, there were not ten schools in the State which paid an annual salary of $1,000; now, there are a hundred teachers who receive from $1,000 to $1,200 a year.

Trustees, in writing to the Department of Instruction for teachers, say: "Send us a professional teacher holding a State Diploma, and we will pay the very highest wages."

The salaries of good female teachers have been materially increased. San Francisco pays the highest average salaries given to female teachers in any public schools in the world.

The salary of the female assistant in the State Normal School is $1,300 a year, a salary exceeded by only three or four positions in the United States. St. Louis pays the female principal of the City Normal School $2,000 a year; but that is in currency, while California salaries are gold.

A dozen women in this city are paid $1,200 a year, and a score receive $1,000 a year.

It is only by raising the standard of attainments that the occupation can become well-paid and well-respected. Set the standard high, and high wages will follow: set the standard high, and good schools will be the result: set the standard high, and teachers will be content to remain in the schools.

Let all teachers who act on County, City, or State Boards of Examination, discharge their duty faithfully, without reference to the pressure of friends, or the complaints of unsuccessful applicants, ever bearing in mind the duty they owe to the schools, the people and the profession of teaching.

Professionally trained teachers, well-paid for their work, will bring the schools up to their fullest measure of usefulness, and will secure from the people the most liberal support.

Four years ago, County Institutes were held in only two or three counties in the State; now, the law requires one Annual Institute in every county having ten school districts, and further requires that teachers shall attend, and that trustees shall allow their wages to continue during the time of attendance.

In this particular it is the most progressive law on record. Already the Institutes have been productive of great good.

Four years ago there was not a Teachers' Library in the State, except a few odd volumes in San Francisco.

Now, all the large counties have begun a central library, and some of them have quite extensive ones.

Four years ago we had public schools, but no organized system of public instruction.

Now, we have a Central State Board of Education, with powers more extensive than have ever been given to the State Board of any other State in the Union.

But these powers are for systematizing, not for controlling or governing the schools in the details which properly belong to the local school officers.

Four years ago the County Schools were filled with an innumerable variety of different text-books:—Arithmetics of every date, from Daboll's and Pike's down to Thompson's and Greenleaf's; Grammars, from Lindley Murray and Smith, to Brown and Greene; Readers, Spellers and Geographies enough to fill an antiquarian book-store: these books were changed, sometimes as often as the teachers: there was no possibility of classification or systematic instruction: and migratory families of half a dozen children, in moving about, accumulated extensive libraries of books, which represented a considerable amount of capital not very profitably invested.

Now, we have a uniform series of modern books, with which teachers have become familiar; the schools are classified, and thousands of dollars are annually saved to the pockets of parents. None of the evils, foretold by impracticable teachers, and trustees suspicious of monopoly, have come to pass. The only losers have been the book publishers and dealers.

We have a course of study, established by law, by means of which teachers are enabled to pursue an intelligent system of instruction, in spite of the prejudices of parents who are too ignorant to comprehend the purpose of a school.

We have judicious rules and regulations established by law to aid teachers in enforcing discipline and order. In no other State is the authority of the teacher so well established and defined by law. Every district school in the State is placed under a judicious system of general rules and regulations.

Four years ago, school statistics were notoriously unreliable; the records were kept without system, in old blank books or on scraps of paper, and often were not kept at all: now, every school is supplied with a State School Register, so simple in its style of book-keeping that the most careless teacher can hardly fail to keep a reliable record.

Then, trustees wrote their orders to County Superintendents on scraps of paper without much regard to business forms, and often without keeping any accounts; now, the neat order books, in the style of bank check books, furnished by the Department of Instruction, allow of no excuse for failing to keep a financial record of money paid out.

Then, the reports of Teachers, Trustees and Census Marshals were complicated and cumbersome, and were required to be made in triplicate form; now, all these reports have been reduced to the simplest possible business forms, and are required to be made in single blanks to the County Superintendents.

In 1862, one hundred and fifty copies of the Report of the Superintendent of Public Instruction were allowed the office of the State Superintendent for distribution; now, 4,000 copies are published, and the law requires that a copy shall be sent to each Board of Trustees, each school library, each County Superintendent, and that two hundred and fifty copies shall be bound for distribution to the School Departments of other States.

Then, there were no school libraries; now, a library is begun in every school district, and a liberal provision is made for their enlargement by a reservation of ten per cent. of the State School Fund annually.

The influence of a library in school is second only to that of the teacher; and, in many instances, the information self-gleaned by the pupils from books, is the most valuable part of their common school education. Books will give them a taste for reading, make them *alive* to knowledge, and start them on a plan of self-culture through life. A teacher may fail in the discharge of his duty, but the influence of good books is sure and lasting.

Then, most of the County Schools were destitute of maps, charts, and globes; now, most of them are supplied.

Then, all school incidentals, such as pens, pencils, ink and sta-

tionery were furnished by the pupils themselves, and as a consequence, half of the children were generally without these indispensable articles; now, they are furnished by the district to the pupils, free of expense.

Without mentioning in detail other provisions of our Revised School Law, it is enough to say that it has received the warmest approbation from the most distinguished educators of the United States. Hon. Newton Bateman, Professor William Russell, Henry Barnard, Wm. H. Wells, Jno. D. Philbriek, Jno. S. Hart, and many others, unite in the opinion that the School Law of California is one of the best in the United States, and in some points decidedly in advance of any in the older States.

Four years ago, the educators of the East hardly knew that public schools existed at all in California. Now, our reports are found in every large library and reading-room in the United States; are in the hands of all the prominent educators of the East; are sent to the Departments of Instruction in Europe; and are still requested by letters which arrive with almost every steamer mail. The President of the Smithsonian Institution, desirous of securing for publication cuts and plans of some of the best school houses of the United States, has just written to me to forward those of the Lincoln and Denman school houses.

When we consider the generally depressed condition of business in the State during the past four years; the heavy losses during the mining stock mania; the losses by flood and drought; the gradual working out of placer mines, and the consequent depreciation of property in many places; the falling off in the trade of many mining towns; the unsettled condition of land titles in many of the agricultural sections, and consequently the unsettled condition of the people; the slow increase of population from immigration, and at times its actual decrease in consequence of attractive mines in neighboring territories, and the slow increase of taxable property—we have reason to be proud of the unexampled progress of our Common Schools.

In the great work of settling and civilizing a new State—in the building of cities, the construction of railroads, the cultivation of farms, the development of quartz mines, the beginning of manufactures, and all the varied branches of industry—the influence of

schools is lost sight of in the figures of material statistics; and it is only when we consider that the 50,000 children now in the schools, during the next twenty years will take their place in society as the workers and producers, that we begin to realize the latent power of the schools. They are silently weaving the network of mental and moral influences which underlie civilization; and when the children shall become the masters of the material wealth of the State, the influence of the schools will begin to be evident.

While we may feel gratified with our progress, we must not forget that much remains to be done. Our schools still fall far short of the work which is pressing upon them. We need better methods of instruction; we need to educate public opinion to still higher appreciation of the value and necessity of education.

The highest purpose of the public schools is to train the children to become good citizens. It is not enough that they teach the elements of an intellectual education. They have a higher and nobler duty. Education implies development, training, discipline; a repression of bad tendencies, as well as the culture of good ones. The schools should train to habits of obedience and subordination, of honesty and integrity. They should inculcate love of country and love of liberty. They should teach the duties, rights, privileges, and honors of American citizenship. At present, how imperfectly is this great work done.

Fellow teachers! the work is in your hands. All the machinery of school law, all the money raised by school taxes, all the school houses built, are of little avail if you fail in the final work of actually forming and moulding mind and character. But your work is not, indeed, limited to the school room alone. You must make your influence felt on society. Attend the County Institutes, write essays, and engage in debates and discussions. Write for the local papers. Subscribe for and read carefully half a dozen of the best school journals in the United States, and learn what is going on in the educational world. Instead of complaining about the lack of interest on the part of parents, visit every family in the district, and wake up the fathers and mothers from their lethargy. Hold frequent examinations and exhibitions, for the purpose of bringing the people in direct contact with the school and its influences. Start a subscription to increase the school library. A little money

directly from the pockets of the parents will lead to a better appreciation of the value of books. Harass the trustees until they purchase school apparatus, furnish new desks, or build a new school house, if one is needed. If a special tax is necessary, canvass the district for it with the zeal and earnestness of a professional politician. Visit other schools, read new works on education, and adopt new methods of instruction. If you wrap yourselves up in your own conceit, and imagine that nobody can tell you anything about "keeping school," you will never rank among the progressives.

If the teacher be a man among men, he will command respect; but if he confine himself to the school room, if he deal only with books and boys, if he write nothing, say nothing, and do nothing, society will be certain to estimate him by value received. The true teacher should be a thinker and a doer. The scholarship required of the teacher is a peculiar one. There is a sham scholarship which prides itself on diplomas, flaunts Latinized phrases, and ignores plain Saxon. There are pedants who hide their shallowness under the veil of dullness. Like Wouter Van Twiller, the old Dutch Governor of New York, they gain credit for knowing a vast deal by saying nothing at all. But any teacher with his intellectual and spiritual faculties in good working condition, can be a scholar, whether educated *in* the schools or *out* of them.

The teacher, above all others, should be endowed with that force of character which stamps its impress on all that comes in contact with it, for he is tested by what he does, not by what he knows. A living man is wanted, not a walking library. He must kindle other souls into enthusiasm by a spark of electric fire from his own.

It is often said that teaching narrows the mind, belittles the man, and makes him merely a dray-horse in the monotonous round of the limited circle of the school room. It *may* be so—it sometimes *is* so; but it is not a necessary result, if the teacher have in him any elements of progression. The same holds true of other professions and occupations: the thinker grows, and the imitator dwarfs and sinks into a retailer of second-hand thoughts.

While teachers devote themselves to the training of boys and girls, let them not neglect their own mental and spiritual development, bearing in mind, with Plato, that "man cannot propose a

holier object of study than education, and all that appertains to education."

We are apt to consider immediate results rather than their remote causes; and hence the power of the public schools is seldom fully realized.

Light, heat, and electricity build up the material life of the globe out of inorganic matter, yet so slowly and silently that we hardly observe the workings of their subtle agencies. So the schools act upon society, and organize its life out of the atoms of undeveloped humanity attracted to the school rooms.

A few weeks since I visited one of the great quartz mills in the interior of the State. I descended the deep shaft, where stalwart men were blasting and delving in solid rock. Above, the magnificent mill, with fifty stamps, like some gigantic monster, was crushing and tearing the white quartz with its iron teeth; and I saw the immediate result of all this work in the heavy bars of pure gold, all ready to be stamped with their commercial value, and to enter into the great channels of trade. Then I entered a public school a few rods distant, where a hundred children were sitting, silently learning their lessons. I realized the relation of the mill and mine to the material prosperity of the State; but the school, what did it yield?

I rode over the line of the Central Pacific Railroad from the spring time of Sacramento into the snowy winter of the Sierra, and I saw the beginning of the great commercial aorta of a continent. On its cuts, and embankments, and rails, and locomotives, more money had already been expended than has been paid for schools since the history of our State began. I could see the tangible results of the labor expended upon the road; but where should I look for the value received to balance the cost of the schools? After thundering down on its iron rails from the mountain summits, I stepped into the Sacramento High School, and I thought to myself: What are these boys and girls doing, compared with the men who are paving the great highway of a nation?

I go out into the streets of this great city; I hear everywhere the hum of industry; I see great blocks of buildings going up under the hands of busy mechanics; I see the smoke of the machine shops and foundries, where skillful artizans are constructing the marvelous productions of inventive genius; I see the clipper

ships discharging their cargoes; drays are thundering over the pavement; the banks are open, and keen-sighted capitalists are on 'Change; and when I go to visit some little school room, where a quiet woman is teaching reading and spelling to the little children, the school seems to be something distinct from the busy life outside.

A short time ago, I saw that ocean leviathan, the "Colorado," swing majestically out into the stream, amid the shouts of thousands of assembled spectators, and glide off through the Golden Gate, to weave a network of commercial interests between the Occident and the Orient; and when, a few days after, I stood in the Lincoln School House, where a thousand boys were reciting their lessons, I asked: What are they doing for the city in return for a hundred and twenty-five thousand dollars invested in the house, and $20,000 a year paid to the teachers? The steamship comes back with its passengers and freight, and makes its monthly returns of net profits; but when will the school show its balance sheet?

But when I pause to remember that the steam engine was once but a dim idea in the brain of a boy; that intelligence is the motive power of trade and commerce; that the great city, with banks and warehouses and princely residences, has been built up by intelligent labor; that in the construction and navigation of the ocean steamer so many of the principles of art and science must be applied—I see in the public school, with its busy brains, an engine mightier than one of steam; and the narrow aisles of the school room broaden into the wide and thronged streets of the great city. I know that the school boys will soon become workers: that one will command the steamship, and one will become the engineer; one will be a director of the Central Pacific Railroad, and one will ride over it to take his seat in the Senate of the United States; one will own the quartz mill; another will build the machinery, and another still will invent some improved method of working its ores; one will be the merchant who shall direct the channels of trade; one will be the president of the Bank, and another shall frame laws for the protection of all those varied interests—and the teacher, whose occupation seemed so disconnected from the progress of human affairs, becomes a worker on mind which shall hold the mastery over material things.

I go out at night and wing my way in imagination from star to star, from island-universe to island-universe, and to the dim nebulæ which lie like films of light on the darkness of space, and I vainly strive to form some faint conception of the scale on which the universe is built—of the mutual attractions, relations, and revolutions of the atoms of starry light that fill the universe with splendor.

So, when I ponder on the subtle relations of the teacher to the nebulous atoms of forming mind which must soon condense into society; when I think how his power over one mind will extend to hundreds, the circle ever widening with time, until their relations become as complicated as the complex attractions of the stars, and their influence as far-reaching and as sure as that of gravity—I vainly strive to measure the responsibilities of the teacher, or the results of his work.

The State Institute, four years ago, was a starting-point of progress; let us hope that this Institute will give another fresh impulse to popular education, and professional enthusiasm.

Four years ago, I left the school room, where I had been for nine years continuously engaged in teaching, to enter upon the duties of the office of Superintendent of Public Instruction. I did not deem the office a more honorable one than that of teaching; but it offered a wider field of usefulness.

My term of office is now drawing to a close; and as I may not again meet you officially, you will pardon a brief allusion to my own work. I have not found the office a sinecure; I have not eaten the bread of idleness or ease: for the past four years' work has been the hardest of my life.

Traveling and lecturing more than half the time; attending County Institutes; editing the California Teacher; conducting State Examinations; twice revising the School Law, and attending three sessions of the Legislature to secure its passage; preparing rules and regulations and course of study for the public schools; answering the extensive correspondence consequent upon so many radical changes in school laws; preparing State reports, and historical sketches of education—my powers of endurance have been taxed to the utmost limit.

I sought the office for the purpose of raising the standard of pro-

fessional teaching, and for organizing a State system of free schools. I am willing to leave the verdict to the future.

If when my present term of office expires, I fall back into the ranks as a private, I shall feel proud of my profession, for I hold none more honorable, and to it I expect to devote my life.

I love the State of my adoption; I am proud of her educational record. I hope to see California as distinguished for her common schools, her colleges, her institutions of learning, as she has been for the enterprise of her people, and the mineral wealth of her mountains.

I feel that her future prosperity is closely related to the education of her people, for the solid wealth of any State consists in educated and industrious men and women; and if the common schools are kept up to the full measure of their usefulness, her future glory will be not so much in her mines, her scenery, or her climate, as in the intelligence, integrity, morality and patriotism of a people that shall make wealth a servant of science, art, literature and religion.

PROCEEDINGS OF THE STATE TEACHERS' INSTITUTE.

FIRST DAY.

TUESDAY, May 7th, 1867.

The members of the State Teachers' Institute assembled at Lincoln Hall this morning, at 9 o'clock.

State Superintendent Swett called the meeting to order. J. B. McChesney, of Nevada City, was chosen Secretary *pro tem.*

On motion of Mr. Myrick, a Committee of five on Permanent Organization was appointed by the Chair, consisting of the following-named gentlemen: Thos. S. Myrick, of San Francisco, Chairman; S. R. Case, County Superintendent of Placer; J. C. Pennell, of El Dorado; Rev. A. Higbie, County Superintendent of Napa; and Isaac Upham, of Butte, with instructions to report at 2 o'clock.

The President introduced David H. Cochran, of the Brooklyn Polytechnic School, N. Y., who delivered a short and interesting address, after which the meeting adjourned until 2 o'clock P.M.

The members then divided themselves into parties for the purpose of visiting the city schools.

AFTERNOON SESSION.

At 2 P.M., the Institute was called to order, and Mr. Myrick, Chairman of the Committee on Permanent Organization, made a report of Officers and Committees, as follows:

President—John Swett.

Vice Presidents—Hon. A. N. Fisher, Superintendent Public Instruction, State of Nevada; Melville Cottle, County Superintendent of Schools, San Joaquin; R. H. Allen, County Superintendent, Butte County; H. P. Stone, Superintendent Santa Cruz County; James Denman, San Francisco; John Bagnall, State of Nevada; J. C. Pelton, Superintendent of Schools, San Francisco County; J. C. Collins, Superintendent Storey County, Nevada.

Secretaries—J. B. McChesney, of Nevada City, and George Barstow, of San Francisco.

Committee on Visiting Schools—J. C. Pelton, James Denman, James Stratton, Thos. S. Myrick, E. Knowlton, B. Marks, Mrs. Burt, Mrs. Morgan, Mrs. Duane, and Miss Sullivan.

Committee on the Representation of the California State Institute in the National Educational Convention of 1867—John Swett, State Superintendent; Dr. F. W. Hatch, Superintendent Sacramento County; D. C. Stone, of Marysville; J. B. McChesney, of Nevada City; L. W. Reed, of San José.

Committee on Resolutions—D. C. Stone, Marysville; Geo. Tait, Oakland; William White, Watsonville; B. Marks, San Francisco; L. H. Van Schaick, Santa Clara; Miss E. W. Houghton, Normal School, San Francisco; Miss C. H. Stout, Training School, San Francisco.

Committee on General Business—J. R. Brierly, Superintendent Santa Clara; H. N. Nutting, Redwood City; L. W. Reed, San José; W. N. Granger, Marysville; J. G. Johnson, Sacramento; H. C. Kinne, Marin; Rev. Chas. E. Rich, Alameda; B. F. Welch, Grass Valley; A. H. Randall, San Joaquin; E. J. Schellhous, Butte; Milton Wason, Solano.

The Chairman then introduced J. W. Winans, Esq., President of the San Francisco Board of Education, who delivered the address of welcome.

MR. WINANS' ADDRESS.

Mr. Winans addressed them as his friends of the Teachers' Institute, and said: This is an era of enlightenment and progress, and stands in luminous contrast to the dark ages that are gone. This is an era characterized by the universality of learning and intelligence. If the brilliancy of Homer flashed on the world at a time when mankind were wrapped in clouds of ignorance, he was but a meteoric light illuminating the night for a moment. As it was with Homer so it was with other men of learning—they lighted up the age in which they lived, but the world quickly relapsed into darkness. The history of the great men of the past and their works had only been preserved by accident in the cloisters of the Romish Church. We owed it to the reverence for knowledge of a few learned monks, that any remains of the libraries of the ancients survived the dark era, and that all record of the past had not perished in the wreck of the middle ages. In those days, to be known to be studious was to occupy a position of peril. Superstition reigned on earth, and a reputation for learning endangered a man's life. Thirst for knowledge with the ignorant multitude was invariably confounded with the practice of magic and search into the secrets of forbidden arts. But let them look at the contrast. Instead of a faint ray of light glimmering here and there and then vanishing as suddenly as it arose, they had universal intelligence. Instead of that vast sea of mental darkness, upon which the genius of Galileo burst with a splendor that seemed as if a blazing sun had been hurled by the hands of the Almighty into the realms of infinite space, where the effect of its brightness and brilliancy was heightened by the depth of the surrounding gloom—we had universal intelligence. Upon the night of ignorance had arisen constellations of stars, which, while no one was of remarkable brilliancy or gave a startling display of intellectual power—for knowledge is generally disseminated through the civilized world, and except in a few spots there is not that mental darkness to contrast with the light—these constellations of stars in the aggregate had shed on mankind the light of a noonday sun.

In the past the waters of the Deluge had risen until even Ararat, with its lofty peaks piercing the clouds, had been sunk beneath the surface of that level sea; and in these days the waves of intelligence had spread until the deluge of human learning, flowing on and rising higher as it spread, had risen above all ignorance, as the waters had overtopped Ararat, and there was no eminence remaining where education might not enthrone itself and so cover the world with a level sea of universal intelligence.

He, the speaker, as an individual was glad to meet them on that occasion, and glad to greet them in his representative capacity. Such meetings as these were of incalculable importance. The labors of such societies as the Smithsonian Institution, as the British Association for the Advancement of Science, and the gatherings of the alumni of all the colleges on this continent, and, in a feebler way, the meetings of their own young Institute, were all institutions of power, for human learning and human development. He need not tell them how important was the system of Common Schools, which did not belong to California

alone, nor to the State which faces the opposite ocean, but is national—more than national—for the world is its field, and the untiring, unflinching and devoted teachers its chosen apostles. The common school was marching with more than the strength of armies over other countries and continents, and was rearing up a power mightier than any other the wit of mankind had devised. The public school system was humanizing mankind and trampling down despotism. The whole world, under the teaching and example of the American public school system, was growing to a higher standard of development. Under the glorious banner of this system, education is marching steadily and proudly forward to the consummation of victories as important in their results and as glorious in themselves as the triumphs by which our armies vindicated the honor and the integrity of our country on the red fields of rebellion. [Applause.] Where knowledge goes, the thrones of monarchs are bowed, and the heads of haughty tyrants brought to the dust. What were the throes in European societies but the first symptom of that great earthquake that was to rend the fetters from human bondmen. The civilization of the world is wrought by education, by the free and universal diffusion of knowledge; and that must ever proceed by orderly and systematic methods.

They had met there that day for the purpose of combining and organizing, and the first great step towards success was order—Heaven's first law. He need not tell them that the common school system of this State, already a good one, had been reduced to admirable order, and mainly perfected by the labors of their President. Much of the success of this wonderful organization pervading every portion of the State was due to the perseverance, exertion and midnight vigils of Mr. Swett. Whatever anxiety there might have been about getting the bill through the Legislature, there could be but one opinion now that it was the best scheme that could be devised for the necessities of the State. In conclusion, on behalf of the Board of Education of this city, he welcomed those who were strangers to San Francisco. He dwelt upon the pleasure of meeting together, and feeling that they were all laboring for one common end, the benefit of their species; and assured them that invaluable good must result to the cause of public education by the communion of ideas and sentiments, the discussion of plans, etc., which the occasion afforded. In the fullness of a sincere heart, and uttering the very thrill of sympathy from those with whom he acted, he offered them the right hand of fellowship, the most cordial greeting, and the warmest welcome.

At the conclusion of this eloquent address, Mr. Swett announced that Prof. Wilkinson, of the Institution for the Deaf, Dumb and Blind, was present, and would exhibit before the Institute some of the methods by which the deaf mutes are taught.

The exercises of Prof. Wilkinson and pupils concluded, a unanimous vote of thanks was extended to them, and the President introduced Wm. White, A.M., Principal of the Watsonville Gram-

mar School, who made a long and very able speech on the duties and responsibilities of teachers and parents.

The Institute then adjourned.

EVENING SESSION.

The Institute met at 8 o'clock, and listened to an address by State Superintendent Swett on "The Educational Progress of California," at the conclusion of which the Institute adjourned.

Annexed is a list of teachers from the different Counties of this State and Nevada who registered their names with the Secretary.

ALAMEDA COUNTY.

Rev. C. E. Rich, Supt.,
Miss D. S. Baldridge,
A. L. Fuller,
Miss Mary Ludwig,
Miss M. Lichtenthaler,
Mrs. L. L. Lynde,
D. C. Pearson,
Mrs. Delia R. Wheelock,
John Manzer,
Franklin Warner,
Henry L. Oak,
Carrie F. Burrowes,
John Yule,
Martha E. Richardson,
J. A. Loutitt,
Emily E. Brown,
Mary E. Reade,
Mary A. Casebolt,
Wm. C. Dodge,
Wm. M. McFadden,
Harriet E. Jackson,
J. Miller Gwinn,
Maggie C. Liston,
F. M. Campbell,
George Tait,
A. J. King,
Miss Mary A Lloyd.
27 members.

AMADOR COUNTY.

Francis R. Brown,
Dennis Townsend.

BUTTE COUNTY.

R. H. Allen, Supt.,
Abner F. Olinger,
S. C. Stephens,
Isaac Upham,
E. J. Schellhous,
C. G. Warren,
David Powell.

CALAVERAS COUNTY.

Joseph H. Wells.

CONTRA COSTA COUNTY.

Rev. H. R. Avery, Supt.,
John A. Moore,
Albert J. Young,
Alfred Thurber,
James L. Parker,
Maggie J. Hall,
William R. Clark,
M. V. Ashbrook,
Miss Ella J. Sherman,
Miss Mary B. Robinson,
J. Thornton Jones,
Warren Abbott.
12 members.

EL DORADO COUNTY.

E. B. Conklin, Supt.,
Leander Cummings,
C. F. McGlashen,
Cady Staley,
Eugene T. Thurston,
S. A. Penwell,
Mrs. L. M. Penwell.

LOS ANGELES COUNTY.

Mary E. Hoyt.

MARIN COUNTY.

H. C. Kinney.

MARIPOSA COUNTY.
George Brown.

MONTEREY COUNTY.
C. P. Bailey.

NAPA COUNTY.
Rev. Alfred Higby, Supt.,
Presley M. Denny,
Mattie Ritchie,
Louisa Thompson,
Thaddeus L. Smith,
Sarah Boynton,
Bennett Yarnall,
Samantha Bouton,
H. D. Gough,
Nancy V. Amos,
Sarah J. Gilbert,
Miss S. M. Cheney,
Ruth G. Campbell,
Miss Mary J. Frisbee,
Miss Cynthia J. Frisbee,
Miss Maggie Howard,
Miss Mary J. Frisbee,
M. V. Chapman,
Mrs. Mary Hogan.
19 members.

NEVADA COUNTY.
M. S. Deal, Supt.,
Peter McCausland,
J. B. McChesney,
Susie N. Jewett,
J. Agnes McCormick,
Bertrand F. Welch,
Zenas T. Smith,
Elijah Broadbent,
Horace Miller,
Myron B. B. Potter,
Miss Marion Marsh,
J. C. Boynton.
12 members.

PLACER COUNTY.
S. R. Case, Supt.,
Julia M. Andrews,
Mary A. Miller,
John Elliot Benton.

PLUMAS COUNTY.
Mary H. Slavan.

SANTA BARBARA COUNTY.
Mrs. S. A. Olmstead.

SANTA CRUZ COUNTY.
Henry P. Stone, Supt.,
Hampton E. Makinney,
Nellie McDonald,
Robert F. Shurtleff,
J. P. Taylor,
William White,
Mattie Webber.

SAN MATEO COUNTY.
Arthur Rogers,
William C. Crook,
Jennie E. Greer,
H. N. Nutting, Dep. Supt.,
Grace W. Wright,
Mrs. E. Wright,
James P. Kennedy.

SAN JOAQUIN COUNTY.
Melville Cottle, Supt.,
C. T. Elliott,
Ambrose H. Randall,
A. J. Chestnutwood,
Sarah B. Chestnutwood.
Josiah S. Hammond,
Mrs. E. B. True,
Abbie A. Carswell,
Miss Marianna Goodale,
Miss Nannie H. Moore,
Adella Pepper,
Mrs. Fannie A. Grove.
12 members.

SANTA CLARA COUNTY.
John R. Brierly, Supt.,
John Foshay,
Stephen McPherson,
Robert McPherson,
Kate M. Bishop,
James F. Kennedy,
Jane S. Merritt,
Thos. Nicholson,
L. A. Van Schaick,
N. B. Garbrick,
Helen E. DeLameter,
Alfred P. Merritt,
Mary Merritt,
Thos. W. Whitehurst,
O. H. Huntley,
Mrs. E. J. Bassett,
Albert Lyser,

Miss P. Stanton,
C. Morton,
Miss Julia P. Brigham,
Flora A. Bennett,
Miss Lottie E. Ware,
Herman O. Saxe,
Miss R. M. Palmer,
Wm. W. Kennedy,
Freeman Gates,
Mrs. Mary S. Carey,
Chas. Bruce Towle,
Mrs. M. E. Stuart,
Sebastian E. Shaw,
W. M. McKinstry,
Miss F. M. Price,
Lafayette W. Reed,
G. T. Chase,
Jerome H. Hill,
Miss M. E. Darey,
Miss F. E. Severance,
Miss Nellie J. Hadlock,
Mary F. Metcalf,
Mary E. Perkins,
S. N. Laughlin,
George E. Houghton,
Joseph Emery,
W. C. Hart,
Miss Helen B. Skinner,
Miss Clara B. Skinner,
Miss Mary Youngberg,
Miss Myra Morrell,
Miss Annie J. Hall,
49 members.

SAN DIEGO COUNTY.

Augusta J. Barrett.

221 Teachers from San Francisco, and 120 Normal School pupils.

SACRAMENTO COUNTY.

Dr. F. W. Hatch, Supt.,
Samuel H. Jackman,
E. Rousseau,
H. H. Howe,
A. A. Goddard,
Maggie L. Sprague,
A. W. Kerr,
A. H. McDonald,
Mrs. A. H. McDonald,
Constantine A. Young,
James G. Johnson,
John J. Bartell,
Joseph A. Bissell,
George Smith,
Miss Ednah Peirce,
Alfred Spooner,
Miss Anna Smith,
Anna Hazen,
Julia A. Folger,
J. M. Lyon.
20 members.

SONOMA COUNTY.

C. G. Ames, Supt.,
Percival C. Millette,
Miss M. Sinclair,
N. H. Galusha,
Isaiah Hurlburt, Jr.
C. H. Nickerson,
Margaret A. Corby,
A. S. Hopkins.
8 members.

SOLANO COUNTY.

G. W. Simonton, Supt.,
Julia Atkinson,
Milton Wason,
E. D. Cary,
Sallie S. Stillty,
Agnes McFadden,
William H. Fry,
Cyrus M. Arnold,
Tyre Stice,
Miss Narrie Stark,
Catharine C. Smythe,
Ellen M. Cobane,
William L. Masterson,
A. W. Peck,
Miss Mary E. Royce,
Miss M. E. Klink,
Miss P. A. Frisbee,
Sophia Simonton,
J. W. Bachelder,
N. J. Ashton,
Sarah R. Pearson,
N. B. Klink.
22 members.

SUTTER COUNTY.

Dr. E. B. Dunwell, Supt.,
J. H. Clark.

TUOLUMNE COUNTY.
Charles Johns,
F. O. Barstow.

YOLO COUNTY.
M. A. Woods, Supt.,
John Pendegast,
Henry H. Turner,
S. T. Pendegast.
4 members.

YUBA COUNTY.
Dudley C. Stone,
Wm. N. Granger,
A. J. Farley.

STATE OF NEVADA.
A. N. Fisher, State Supt.,
John A. Collins, County Supt. of Storey County,
John Bagnall.

STATE OF NEW YORK.
David H. Cochran.

Total number in attendance—568.

SECOND DAY.

WEDNESDAY, May 7th, 1867.

The Institute assembled at 2 P.M. to-day, when D. C. Stone, of Marysville, was introduced by the President; after listening to Mr. Stone's address, on "Self Improvement," a class from the Spring Valley Grammar School, under the charge of Mr. Marks, Principal, were introduced, and gave several exercises in Geometry, to show the practicability of teaching that science more generally than was now thought possible: after which a debate on the "Self Reporting System" was had, in which the members generally took part: debate opened by Prof. Knowlton.

EVENING SESSION.

At 8 o'clock, Vice President Denman called the Institute to order, and introduced Rev. C. G. Ames, of Santa Cruz, who delivered an interesting address entitled "The Teacher's Motive."

At the conclusion of the address, the Institute adjourned.

THIRD DAY—FORENOON SESSION.

THURSDAY, May 9th.

The Institute was called to order at 9 o'clock A.M., and Mr. Brierly, of Santa Clara, on behalf of the Committee on General Business, reported the following subjects for discussion: "What is the best method of teaching History in the Common Schools?" "Shall the Institute indorse the use of Clark's Geography in our schools?" "Shall the Institute recommend to the State Board the adoption of Cutter's Physiology as a substitute for Hooker's?" The members discussed the several subjects, but adopted no resolutions relative thereto, and finally adjourned till 2 P.M.

AFTERNOON SESSION.

The Institute met at 2 P.M. The boys of the Lincoln Grammar School assembled in the hall, and sung several songs and choruses.

Mr. Carlton, Principal of the State Normal School, was next introduced, for the purpose of giving an exhibition by the Senior Class of that school of their proficiency in the study of Anatomy and Physiology. The general anatomy of the body was illustrated and described by individual young ladies of the class, with the aid of a manikin.

The President then introduced Mr. Ralph Keeler, of San Francisco, who read an Essay under the title of "The Oldest Scholar."

After a short intermission, Mr. Theodore Bradley, Principal of the Boys' High School, was introduced, and delivered a very instructive and able lecture upon the various duties of teachers, the means of advancement in the profession, etc.

At the conclusion of his address, the Institute adjourned.

EVENING SESSION.

The Institute met this evening at 8 o'clock. A class from the State Normal School, under charge of Prof. Carlton, entertained the members with exercises in Calisthenics and Reading. Prof. Knowlton also gave some select readings.

Superintendent Pelton presented the following resolution, which was unanimously adopted:

Your Committee on National Teachers' Convention for 1867, report in favor of electing a Delegate to attend that Convention to represent the State of California, and we would unanimously recommend our fellow-teacher Bernhard Marks, as a suitable representative of the educational interests of this State.

FOURTH DAY.

FRIDAY, May 10th.

The Institute met at noon to-day to listen to singing by the boys of the Lincoln Grammar School under the charge of Ira G. Hoitt, Principal.

After the exercise in singing was concluded, the President announced as topics of discussion, "The best methods of acquiring the use of the English Language," "The use and abuse of medals in the schools," "The best methods of keeping records of recitations," and "The detention of pupils after school."

A short debate ensued, in which Messrs. Benton, White, Townsend and others took part.

The debate closed, the President introduced Rev. J. E. Benton, who delivered an address on the subject of "Readiness." At the conclusion of the address further discussion on the subject of "Self Reporting" was had. After quite a lengthy discussion *pro* and *con.* a vote was finally taken on the question in the affirmative:

Resolved, That the system of Self-Reporting, as discussed by the Institute, is useful and ought to be adopted.

The affirmative was sustained, the vote standing 54 for, and 52 against it.

Several teachers explained their mode of recording recitations, and the Institute adjourned.

EVENING SESSION.

The Institute was called to order at 8 o'clock, Superintendent Pelton in the Chair. There was a very large attendance of ladies and gentlemen. Miss Watson, of the High School, who possesses a fine soprano voice, sung "The Ingle Side," commencing "It's rare to see the morning breeze," in a superior manner. A duet by the same lady and Miss Mary Caswell, "Come where my Love lies Dreaming," was most charmingly given.

Dr. Henry Gibbons made some remarks on the neglect of the study of the Natural Sciences.

The presiding officer, Mr. Denman, then announced that the report of the Committee on Resolutions was in order.

Mr. Tait, of Oakland, Chairman of the Committee on Resolutions, presented a series of resolutions which he stated had been submitted to the Committee by various members of the Institute. The first resolution was as follows:

Resolved, That the thanks of this Institute be tendered to the following lines of travel, for their courtesy in issuing free return passes to the teachers of the State: The California Steam Navigation Company; the agents of the Petaluma, Napa, Suisun, and San José steamers; the Central Pacific Railroad Company, the Sacramento Valley Railroad Company, the Marysville and Oroville Railroad Company, the Placerville and Folsom Railroad Company, and the San Francisco and San José Railroad Company.

Mr. Brierly, of Santa Clara County, offered an amendment to thank the owners of the San Francisco and San José steamer for free passes both to and from the Institute.

The amendment was accepted, and the resolution unanimously adopted.

Mr. Tait read the following resolution, submitted to the Committee by a teacher from the interior of the State:

Resolved, That our recent visit to the Public Schools of this city has fully realized our previous opinion of their excellence in discipline, methods of instruction and general management. This visit has been made agreeable by the courteous attention shown us by the teachers of the schools attended, and rendered no less profitable by the school exercises witnessed. The efficiency and popularity of these schools confer an enviable distinction on the teachers of San Francisco, and plainly exhibit the liberal and enlightened policy of its Board of Education, and the zeal and fidelity with which its executive officer, Superintendent Pelton, has discharged his official duties.

Unanimously adopted.

Third resolution, submitted to the Committee by a member of the Institute:

Resolved, That the members of this Institute consider Hooker's Physiology a work ill adapted to the wants of the school-room, and respectfully ask the State Board to substitute some other work on the list to be used in the schools of the State.

An amendment was adopted, recommending Cutter's Physiology for Hooker's.

Presented by the Committee:

Resolved, That we entertain a lively appreciation of the liberality and enlightened spirit of our Legislature of 1865, in educational matters, as evinced in the enactment of the Revised School Law of California, and that great and very material benefit has already resulted therefrom to the interests of education in this State.

Resolved, That we rejoice to witness the rapid growth and improvement of our State Normal School, and that its graduates have already supplied various sections of the State with not a few skillful and successful teachers, and that its future enlargement and prosperity deeply concern the cause of education in this State.

Resolved, That whilst as teachers of Public Schools we are mainly interested in the operation, development, and results of the "Free School" system, we yet fail not to recognize the superior advantages of collegiate instruction; and that, regarding the College as a necessary adjunct of every well developed system of education, we sincerely hope the people of this State will, by liberal patronage and generous endowment, sustain and promote the interests of the few Colleges already founded on this Coast.

A member of the Institute then requested leave to submit to the Institute, through the Committee, the following resolution, which was then read by the Chairman of the Committee, Mr. Tait:

Whereas, The Teachers of the State at large being assembled in Convention, it is natural that their thoughts should turn to the near approach of another election to fill the highly important and responsible position of State Superintendent:

And, whereas, It is proper that we should manifest our anxiety for the future educational welfare of our State by expressing our opinion in reference to the filling of an office which so directly concerns the work in which we are engaged: therefore, be it

Resolved, That we look upon the official career of our able and energetic State Superintendent, the Hon. John Swett, with admiration.

That by the greatness of the results he has accomplished, by the wisdom of the measures he has inaugurated, by the conspicuous fairness and impartiality of his dealings with all who have business with the office of Public Instruction, and by the genuine integrity of his character, he reflects honor upon the State which he serves so ably, and is eminently worthy of the continued confidence of the people of this State.

That we ask our fellow-citizens to note the efficient services of their State Superintendent, and that we believe that the highest interests of public education would be best and most surely subserved by his continuance in his present position.

The resolutions were received with applause.

Mr. Gough, of Napa, objected to the resolution on the ground that it gave a political character to the Institute.

Mr. Janes, ex-City Superintendent of San Francisco, made the same objection.

Mr. Knowlton defended the resolution, and said such action was common in State Teachers' Conventions in the older States.

Mr. Bernhard Marks thought teachers had a right to express their preference for a State Superintendent, that the office was not a political one, and that the resolution ought to be passed.

Mr. Tait, on behalf of the Committee, without any vote of the Institute, withdrew the preamble and the last paragraph of the resolution, to free it from any political cast. He said that Mr. Swett needed no indorsement of the kind; the people of the State knew him well and approved his course; that the resolution was the work of over-zealous admirers, and that he might well exclaim, "Save me from my friends."

The resolution, as amended by the Committee, was unanimously adopted.

Mr. Marks here called up Mr. Swett upon the platform, stated that the acts of all public officers ought to be closely *watched* by the people, and that the public school teachers of San Francisco had determined to *watch* him; thereupon presenting Mr. Swett with an elegant Waltham gold watch and chain.

The President, Mr. Denman, then declared the Institute adjourned *sine die*.

[From "Barnard's Journal of Education."]

CALIFORNIA EDUCATIONAL SOCIETY.

The first Educational Association in the State of California was formed by the teachers of the city of San Francisco, in the year 1852, and reorganized in November, 1853. These social reunions of the pioneer teachers of California, gathered from every part of the Union, were exceedingly interesting and instructive, and during the early history of the free-school enterprise, were the means of accomplishing great good in the cause of education. This association was at first attended by all the teachers of the Schools, but since the organization of the City Normal School in 1859, it consists only of the male teachers.

The first State Educational Convention was held in San Francisco, December 26th, 27th, and 28th, 1854, on the call of Superintendent Hubbs. Addresses were delivered by Col. E. D. Baker, on "*General Education;*" by Dr. Winslow, on "*The Use of the Bible in Common Schools;*" by Rev. S. V. Blakesly, on "*Phonography in School;*" by Mr. Wells, on "*School Management;*" by Mr. Buffington, on "*Education;*" by Mr. S. Day, on "*The Objects of Public Instruction;*" by Mr. J. Swett, on "*Elocution;*" by J. C. Morrill, on "*Unclassified Schools.*" Discussions were had on the subject of the lectures, and on "*Teachers' Institutes,*" "*School Libraries,*" "*The Co-Education of the Sexes,*" "*Physical Exercise,*" &c.

A second State Convention met at Benicia, August 12th, 1856. Essays were read and discussions had on "*The Bible in Public Schools;*" on "*The English Language;*" on "*Thorough Training;*" on "*Corporal Punishment;*" on "*Females as Teachers;*" on "*Moral Ethics in Schools.*"

STATE TEACHERS' INSTITUTE.

The Superintendent of Public Instruction, Hon. A. J. Moulder, in his Annual Reports for 1858 and 1859, had strongly urged the subject upon the attention of the Legislature, and had recommended that the Superintendent should be authorized to hold one or more Institutes each year, and that an appropriation be made to defray the necessary expenses. The Legislature of 1860 accordingly sanctioned the formation of a State Teachers' Institute, and made a

liberal appropriation for its support, and the first "State Educational Convention and Teachers' Institute" was held in 1861 at San Francisco, under the charge of the State Superintendent. The proceedings were published and distributed throughout the State, and did good service in exciting interest and imparting information. The second was held in Sacramento, on the 23d of September, 1862, and continued in session five days. The Superintendent in his report says of it: "The Institute is no longer an experiment. It has more than fulfilled all that the Superintendent claimed for it in his first appeal in its behalf to the Legislature. It has imparted vitality to teachers; it has created an *esprit du corps;* it has stimulated the backward to efforts that may place them on an equality with their more favored associates; it has called public attention to their efforts; it has given them a higher place in public estimation, and, by a natural reaction, it has stimulated and promoted the organization of auxiliary Institutes in most of the important counties of the State." The Legislature of 1862–3 authorized the holding of County Institutes, under the direction of the County Superintendents, and made a grant of $150 to each that should be held.

In February, 1863, the Superintendent, Hon. John Swett, issued a circular calling the third meeting of the State Teachers' Institute. In this circular the Superintendent distinctly proposed the organization of a State Society, that should recognize and inaugurate a "*Profession of Teachers*," and he set forth at length and in an able manner the reasons which made such action desirable. He says:

> Why should not the pioneer teachers of this State, in the next Institute, take similar measures of self-organization, self recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A "State Educational Society" could be organized by those who shall pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time, by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of teachers for their peculiar work) as the best possible assurance of fitness to teach. And teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State without further examination.
>
> A "State Society" would unite the teachers of our State in the bonds of fraternal

sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to the substantial benefits of an honorable reception among all teachers; and a small annual membership fee would soon constitute a fund for the establishment of a "Teachers' Journal" as the organ of the society.

The Institute met in San Francisco, on the 4th of May, and continued in session until the 9th. This was one of the largest and most enthusiastic educational meetings ever assembled in the United States. Four hundred and sixty-three registered members were present, and the daily sessions were attended by hundreds of others interested in public schools. A course of free public evening lectures were delivered before the Institute by the following lecturers: By Prof. G. W. Minns, on "*Physical Geography;*" by Prof. Whitney, State Geologist, on "*The Character of Alexander Humboldt;*" by Rev. T. Starr King, on "*The Bigelow Papers;*" and by Hon. John Swett, on "*The Relation of the State to Public Schools.*" Lectures, essays, and addresses were read during the day sessions by the following gentlemen: By Prof. S. I. C. Swezey, on "*Normal Schools*" and "*English Composition;*" by Rev. S. H. Willey, on "*The Educational Position and Relations of the College;*" by Theodore Bradley, on "*School Discipline;*" by H. P. Carlton, on "*Object Teaching;*" by D. C. Stone, on "*Grammar;*" by Rev. J. E. Benton, on "*Education;*" by Bernhard Marks, on "*Waste in the School-room;*" by Dr. F. W. Hatch, on "*The Need of Good Teachers;*" by J. S. Hittell, on "*Defects in Teaching;*" by John Swett, on "*Common Sense in Teaching;*" by Hubert Burgess, on "*Linear Drawing;*" and by Ahira Holmes, on "*The State Normal School.*" The result was highly satisfactory. Aside from all the incidental labors and benefits of the Institute, five substantial facts remained as monuments: *First*, The establishment of an educational journal, "*The California Teacher;*" *Second*, The adoption of a uniform State series of text-books; *Third*, Action on the question of a State tax for the support of public schools; *Fourth*, A system of State diplomas and certificates; and *fifth*, The organization of a State Educational Society. The proceedings of the Institute were published in a pamphlet of 166 pages, and an edition of two thousand four hundred copies was distributed among the various school officers of the State. So thoroughly had the work before this Institute been accomplished, that it was deemed unneces-

sary and inadvisable to call another in the following year, and no appropriation was asked for that object.

The fourth State Institute was held at San Francisco on the 19th of September, 1865. Addresses were delivered by the Rev. John E. Benton, on "*The State and the School;*" by Superintendent Swett, on "*The School Law;*" by Charles R. Clarke, on "*Geography of California;*" by Prof. Kellogg, on "*A Practical Education;*" by E. Knowlton, on "*Physical Training;*" by H. P. Carlton, on "*Physiology;*" by Dr. W. Ayer, on "*Force;*" by B. Marks, on "*European and American Systems of Education;*" by Prof. S. H. Willey, on "*Moral Training;*" by R. Keeler, on "*Modern Languages in Public Schools;*" by Dr. Lucky, on "*Education.*" Discussions were had on these topics, and on "*School Libraries,*" "*Ungraded Schools,*" and "*Teachers' Life Diplomas.*"

These State Institutes have had an average attendance of over 300 teachers, and during the sessions, examinations have been held by a State Board of Examiners, and since 1863 to 1865, 44 State diplomas, 45 first grade certificates, 32 second grade, and 50 third grade certificates have been granted.

CALIFORNIA EDUCATIONAL SOCIETY.

One of the results of the Institute was the formation of the CALIFORNIA EDUCATIONAL SOCIETY, in accordance with the principles set forth in the circular of the Superintendent. The subject was referred to a committee, who through its chairman, Theodore Bradley, of San Francisco, made a preliminary report, which resulted in the appointment of a meeting to be held May 9th, 1863. All gentlemen who favored the organization of a professional society of teachers were invited to be present. This meeting was held in San Francisco, and was adjourned from week to week, for discussions of the various points that arose in preparing a constitution for the proposed society. On the 6th of June, the society was finally organized by the adoption of the following preamble and constitution, and by the election of officers:

We, as Teachers of California, in order to further the educational interests of the State, to give efficiency to our school system, to furnish a practical basis for united action among the devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of teacher to its true rank among the professions, do hereby adopt the following

CONSTITUTION.

1. This organization shall be known as the "*California Educational Society.*"

2. The qualification of members shall be: a good moral character; three years' successful experience, *one* of which must have been in this State; and ability to pass a thorough examination in Reading, Spelling, Penmanship, Drawing, Object Teaching, Geography, Grammar, History, Arithmetic, Algebra, Physiology, and Natural Philosophy.

3. This society shall consist of male members only.

4. All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee.

5. Each member, upon his election, shall sign this Constitution, and pay into the treasury the sum of ten dollars.

6. Honorary membership may be conferred upon any gentleman eminent for literary attainments, or for successful service in the cause of popular education, upon the recommendation of the Examining Committee, and a two-thirds vote of the members present at any regular meeting.

7. Any member may be expelled for unprofessional conduct by a two-thirds vote of members present at any regular meeting; *provided*, that a copy of the charges be deposited with the Recording Secretary at least four weeks before the meeting at which the charges are acted upon, and immediate notice thereof be given to the accused.

8. The officers of this society shall be a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary, and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

9. The duties of the President, Vice-Presidents, Recording Secretary, and Treasurer, shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the society under the direction of the Executive Committee.

10. There shall be an Executive Committee, which shall be composed of the officers of the current year, together with five other members of the society, to be elected at each annual meeting, and to hold their offices for one year.

11. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee: the three nominees having the highest number of votes to be considered elected.

12. It shall be the duty of the Executive Committee to manage the general business of the society, to examine the accounts of the treasurer, and audit all claims upon the treasury. It shall be the duty of the Examining Committee to inquire into and determine upon the qualification of candidates for membership, and to report to the society at its next regular meeting.

13. All voting upon admission to this society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

14. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

15. Members may vote either in person or proxy; *provided*, that the proxy be made known in writing to the Recording Secretary.

16. There shall be a regular annual meeting of the society on the third Saturday of May in each year, in the city of San Francisco, or at such other time and place as may be appointed by the President with the consent of the Executive Committee; but in case a quorum be not present at that time, the officers shall hold over another year, or until their successors shall be chosen.

17. There shall be a meeting of the society at least once in three months, for the purpose of promoting the interests of education in all its departments. The exercises at these meetings may be determined by the President in conjunction with the Executive Committee.

18. No political or sectarian discussion shall be allowed in the meetings of this society.

19. Assessments may be made from time to time at any regular meeting by a two-thirds vote of members present.

20. Every member of this society shall be entitled to a diploma in such form as the Executive Committee shall decide upon, and under the official seal and signature of the society; but no diplomas shall be issued to honorary members.

21. After the close of the second annual meeting of this society, this Constitution shall not be altered or amended, except by a vote of three-fourths of the members present at an annual meeting, and after one month's previous notice in the *California Teacher*, or some other suitable medium.

OFFICERS.

Officers were elected as follows: John Swett, *President*. T. S. Myrick and D. C. Stone, *Vice-Presidents*. T. C. Leonard, *Corresponding Secretary*. Bernhard Marks, *Recording Secretary*. J. C. Pelton, *Treasurer*. The officers of the society and Messrs. S. I. C. Swezey, James Stratton, A. E. McGlynn, S. A. White, and A. H. Goodrich, *Executive Committee*. Messrs. John Swett, George Tait, and T. C. Leonard, *Examining Committee*.

Superintendent Swett, in his report for 1863, thus concludes his notice of it: "The society already numbers thirty members. It is intended to make it strictly a *professional society* by admitting to membership only teachers of approved ability, scholarship, and experience. Its object is to make the *occupation* of teaching a *profession;* to discountenance quacks and empirics; and to make the influence of the teachers of the State felt as an organized body. When it shall have gained strength by numbers, it will ask of the Legislature that its professional diplomas shall be considered as licenses to teach in any part of the State without further examination. It stands as the first professional society organized on such a basis in the United States."

Department of Public Instruction.

DISTRICT SCHOOL ELECTIONS.

The Annual District Elections for electing School Trustees, will be held on the last Saturday (29th day) of June. The question has been submitted to the Department of Instruction, as to whether the coming school elections should be conducted in accordance with sections 35, 36, 38 and 39 of the Revised School Law, or should be governed by the "Registry Act." It is the opinion of the State Superintendent, which opinion is sustained by some of the ablest lawyers in the State, that the school elections are not subject to the provisions of the "Registry Act;" but that they must be held as heretofore, under the simpler provisions of the Revised School Law.

The Registry Act was passed March 19th, 1866; the Revised School Law was passed March 24th, five days after the former Act, and it provides, (Sec. 122) that "*all Acts and parts of Acts, whether general or special, so far as they are inconsistent with the provisions of this Act, are hereby repealed.*" If, therefore, there be any provisions relating to elections, in the "Registry Act," inconsistent with the provisions of sections 35, 36, 38 and 39 of the Revised School Law, the latter Act must be held to govern.

Are any of the provisions of the two Acts "inconsistent," and if so, what are they?

Under the Registry Act, the Board of Supervisors of the County are required to establish "election districts" and "election precincts," and to appoint election officers. These election districts and precincts have been established without any reference to the boundaries of school districts.

Now, in each election "precinct," in many cases, there are four, or five, or more school districts, and the school elections are to be

held in those several school districts on the same day; how is it "practicable" or possible for one board of election officers to hold four, or five, or more elections on the same day, in four, or five, or more places; or how is it practicable for the citizens of these several school districts to travel five or ten miles, vote at one election precinct and elect four, or five, or more sets of School Trustees? Again, as the boundaries of the general election precincts have not been established with any reference to school district boundaries, which are subject to constant changes to suit the convenience of the people, one portion of a school district will be found in one election precinct, and the other part in another precinct.

It is evident, that whether or not the Registry Act was intended to be applied to School Elections, no provision whatever was made for such application.

The Revised School Law (Sec. 35) provides, that the "Trustees shall appoint the Inspector and Judges of Election," and that the election in each school district "shall be held at the school-house;" thus making each school district an election precinct, for the purposes of school elections.

Can there be any doubt that on these points the Registry Act is inconsistent with the Revised School Law, and that the latter Act governs?

The next question which arises, is, who are qualified to vote at school elections, and what test shall be applied in challenging? Section third of the Revised School Law, reads as follows:

> All elections shall be held by ballot; and the Trustees shall have power to determine the hours during which the ballot box shall be kept open, having given due notice thereof in the posted notice of election. Every elector legally qualified to vote at any general election, having been a resident of the school district thirty days next previous to the time of such district election, shall be entitled to vote. Any person offering to vote may be challenged by any legally qualified elector of the district, and the Judge of Election shall thereon administer to the person challenged an oath, in substance as follows: "You do swear [or affirm] that you are a citizen of the United States; that you are twenty-one years of age, according to the best of your information and belief; that you have resided in this State six months next preceding this election, and in this school district thirty days, and that you have not before voted this day.

On the thirty-first of March, seven days subsequent to the passage

of the Revised School Law, the Legislature passed "An Act supplementary to and amendatory of the various Acts regulating Elections, and to repeal certain laws on the subject."

Section 4 of this Act reads as follows:

> Whenever any person presents himself at the polls and offers to vote at any election authorized by law, the Clerk of Election, or one of the Judges, shall pronounce his name in an audible voice, so that it may be distinctly heard by the other Judges and the Clerks present; and if his name be found enrolled on the Poll List, and if his vote be not rejected or objection made and proofs taken for one or more of the causes prescribed in section 29 of the Registry Act, shall receive his ballot, and in the presence of the other Judges put the same, without being opened or examined, into the ballot box.

Does this section repeal the provisions of section 35 of the Revised School Law? The repealing section of this Act of March thirty-first specifies certain Acts to be repealed, among which the Revised School Law is not included. It contains no general repealing clause of all Acts in conflict with it. This Act evidently was not intended to apply to the school elections, otherwise it would have repealed by special mention the Revised School Law.

The election officers referred to in section 4 are the regular election officers appointed by the Supervisors for conducting general elections, and not the special officers of school elections appointed by trustees.

It would be impossible for the officers of school elections to make out poll lists on the 29th of June, for they are not authorized to act as Boards of Registration, and the poll lists of the general election at that time will be either incomplete or not in existence at all.

The State Superintendent is of the opinion that this Amendatory Act of March thirty-first was not intended to apply to the school elections, and therefore does not supersede the provisions of section 35 of the Revised School Law.

The Registry Act evidently contains no provisions applicable to school elections. At the time the State Superintendent was engaged in revising the School Law, the Registry Act had not been passed. On reaching the sections relating to school elections, he called a meeting of the Senate Committee on Education, and asked for instructions, calling their attention to the Registry Act. The Committee were of the opinion that the Registry Act could not well be made applicable to school elections, and instructed the

Superintendent to incorporate the election provisions of the old School Law. It is evident to those who are conversant with school elections in country districts that it is wholly unnecessary to apply to them the entire machinery of the general election laws. There are nine hundred school districts in the State, and the school elections have always been held without any expense whatever. Not one-tenth of the qualified voters in those districts ever turn out at school elections for trustees. Generally in the rural districts, five or ten citizens meet at the school-house, persuade some one of their number to accept the office, and go through the form of casting their ballots.

Is it either desirable, or necessary, that for such a purpose the whole machinery of a general election should be put into operation?

Even under the simple and easy manner of holding elections provided in the School Law, in at least half the districts in the State no election is held, the people preferring to allow the County Superintendent to appoint.

Hedge about these school meetings with the provisions of the General Election Law, and not a single school election would be held in the State.

In most of the other States, the school elections, or meetings, are held as distinct in their character from all other elections. For instance, in Kansas women are allowed to vote at school elections, and to hold the office of School Trustee. In several of the Western States the right of voting at school elections is limited to property owners and tax payers. These school meetings, though called under the general name of "elections," are not held to be "elections" in a constitutional sense.

In the coming school elections to be held on the 29th of June, the State Superintendent is of the opinion that trustees will be guided by the specific provisions of sections 35, 36, 38 and 39 of the Revised School Law.

Those sections are as follows:

Sec. 35. An annual school meeting for the election of School Trustees shall be held in each district on the last Saturday in June of each year, at the district school house, if there be one, and if there be none, at a place to be designated by the Board of Trustees. The Trustees shall post written or printed notices thereof, specifying the day, time, and place of meeting, in at least three public places in the district, one of which shall be the school-house,

at least five days previous to the time of meeting. If the Trustees fail to give notice thereof, as required, then any citizen of the district may give it; but no such meeting shall be illegal for want of due notice. All elections shall be held by ballot; and the Trustees shall have power to determine the hours during which the ballot box shall be kept open, having given due notice thereof in the posted notice of election. Every elector legally qualified to vote at any general election, having been a resident of the school district thirty days next previous to the time of such district election, shall be entitled to vote. Any person offering to vote may be challenged by any legally qualified elector of the district, and the Judge of Election shall thereon administer to the person challenged an oath in substance as follows: "You do swear [or affirm] that you are a citizen of the United States; that you are twenty-one years of age, according to the best of your information and belief; that you have resided in this State six months next preceding this election, and in this school district thirty days, and that you have not before voted this day." If he shall refuse to take the oath, his vote shall be rejected; and any person guilty of illegally voting shall be punished as provided in the general election law of this State. The Trustees shall appoint the Inspector and Judges of Election; and in case none are so appointed, or if they are not present at the time for opening the polls, then the electors present may appoint the officers of election. A poll and tally list shall be kept, which shall be returned to the Clerk of the Board of Trustees; and with the exceptions mentioned in this section, the election shall be conducted, as far as practicable, in the form and manner of the general election. Any one of the old Trustees shall have power to administer to any Trustee elect the oath of office; and the Clerk of the Election shall issue his certificate of election to any Trustee elect, who shall forward it, with the oath attached or indorsed thereon, to the County Superintendent of Public Schools.

Sec. 36. In all organized districts in which elections have been previously held, one Trustee shall be elected for the term of three years, and if there are vacancies to be filled, a sufficient number to fill them for the unexpired terms; and the ballots shall specify the respective terms for which each Trustee is to be elected. In new districts, acting under Trustees appointed by the County Superintendent, three Trustees shall be elected, for one, two, and three years respectively. Trustees elect shall take office on the first Saturday in July next after their election, and shall hold office until their successors are elected and qualified, or appointed by the County Superintendent and qualified. The term of office of any Trustee whose term would otherwise expire in September of any year, shall expire on the first Saturday in July of the same year. Any Trustee elect who shall fail to qualify within ten days after the term of office commences shall forfeit all right to the office, and the County Superintendent shall appoint to fill the vacancy.

Sec. 38. No district school meeting, annual or special, shall be organized before nine o'clock A. M., or closed before 12 o'clock M., or kept open less than one hour; and in all districts in which the number of children between five and fifteen years of age equals or exceeds three hundred, the polls shall be kept open from eight o'clock A.M., until sunset.

Sec. 39. Each Board of Trustees shall, within ten days after the annual election, meet at the school-house, or if that be impracticable, at some other convenient place designated by the District Clerk, and proceed to elect one of their number Clerk of the Board, who shall be known and referred to as "District Clerk," and it shall be his duty to record all proceedings of the Board in a suitable record book, to record in the same book the proceedings of the annual school meetings, or of special school meetings, and to keep an accurate and detailed account of all receipts and expenditures of school moneys. At each annual school meeting the District Clerk shall present his record book for public inspection, and if required, shall make a statement of the financial condition of the district and of the action of the Trustees.

LIST OF TEACHERS HOLDING STATE CERTIFICATES.

STATE LIFE DIPLOMAS.

Austin, Miss Minnie F.
Bradley, Theodore
Brown, Geo.
Bunnell, Geo. W.
Bodwell, Miss Mary L.
Carlton, Henry P.
Clark, Miss H. M.
Cummings, C. C.
Denman, James
Holmes, Ellis H.
Holmes, Abira
Holbrook, T. W. J.
Hoitt, Ira G.
Houghton, Miss E. W.
Knowlton, Ebenezer
Leonard, Thos. C.
Littlefield, Joseph D.
Lynch, Miss Frances
Mack, Geo. C.
Marriner, R. K.
Marks, Bernhard
Minns, Geo. W.
Myrick, Thos. S.
Nutting, H. N.
Pelton, John C.
Rowell, W. K.
Sibley, J. M.
Simonton, Geo. W.
Stone, D. C.
Stratton, James
Swett, Mrs. Mary L.
Tait, George
Taylor, Robert
Total, 33.

STATE EDUCATIONAL DIPLOMAS—VALID FOR SIX YEARS.

Anderson, J. W.
Allen, Lorenzo D.
Allen, R. H.
Ames, Chas. G.
Atwood, Mrs. C. L.
Abbot, Warren
Barker, Thos. C.
Bailey, Mrs. C. P.
Batchelor, Edward P.
Bagnall, John
Bailey, C. P.
Beales, Mrs. C. R.
Bissell, Joseph A.
Brown, F. R.
Bradshaw, W. R.
Bunnell, Mrs. Geo. W.
Burt, Mrs. E. C.
Campbell, Fred. M.
Casebolt, Mary A.
Clapp, Mrs. Louisa D.
Clark, Mrs. Dorcas
Clark, Mary E.
Cottle, Melville
Desty, Robert
Deal, M. S.
Dubois, Mrs. Annie E.

STATE EDUCATIONAL DIPLOMAS—*continued.*

Eaton, Emily F.
Flood, Noah F.
Gatch, S. M.
Gates, Freeman
Gough, Harrison D.
Granger, Wm. N.
Higbie, Alfred
Hoitt, Mrs. Ira G.
Hunt, Carrie L.
Howe, H. H.
Josselyn, Joseph W.
Kennedy, Miss Kate
Kellogg, Prof. Martin
Lippitt, E. S.
Loomis, Miss Amanda
Leucky, Prof. W. T.
Mann, Azro L.
Makinney, H. E.
McBride, Henry E.
McFadden, Miss Agnes
McKenzie, Miss Maggie
Morris, Geo. F.
Morse, Augustus, Jr.
Morrill, J. C.
Nicholson, Thomas
Nelson, Mrs. C. H.
Nye, Stephen G.
Prior, Phillip
Penwell, S. A.
Prescott, Miss D. S.
Randall, Ambrose H.
Reed, Lafayette W.
Rousseau, E.
Schellhous, E. J.
Sanders, W. A.
Smith, Miss Annie
Stone, Thomas N.
Stone, H. P.
Stone, Mrs. B. H.
Smith, W. A. C.
Smith, Sparrow
Steel, Thos. H.
Stout, Mrs. C. H.
Stineen, Mary A.
Swezey, Sam'l I. C.
Swett, John
Sumner, J. H.
Townsend, Dennis
Templeton, M. L.
Thurston, Mr. E. T.
Upham, Isaac
Winn, A. T.
White, Silas A.
Willard, Miss H. A.
Wilkinson, Warring
Walker, Chas. H.

Total, 82.

FIRST GRADE STATE CERTIFICATES—VALID FOR FOUR YEARS.

Andrews, Julia M.
Ayer, Isaac
Barnes, Mary
Brigham, Julia P.
Burrowes, Caroline F.
Broadbent, E.
Baldridge, Miss D. S.
Carey, Miss Susie
Comstock, Miss Bertha
Chalmers, Miss Anna B.
Clark, Miss Sarah H.
Cummings, Miss Clara A.
Crowhurst, William
Davidson, R. P.
Davis, Miss Sadie
Evans, Miss Ellen A.
Field, Miss Carrie P.
Fink, Miss P. Augusta
Fernald, Miss Louisa O.
Garbrick, N. B.
Gay, Milus
Gillespie, E. J.
Gray, John C.
Gregory, Miss Susan F.
Harris, Miss Mary R.
Hart, Miss Mary Theresa
Hale, William, Jr.
Humphrey, Ervin L.
Holden, W. W.
Hoyt, Mary E.
Huntley, O. H.
Huntington, Mrs. E. N.
Hubbard, Minnie E.
Hopkins, A. S.
Houghton, Geo. E.
Jackman, L. H.

FIRST GRADE STATE CERTIFICATES—*continued.*

Joy, Mary E.
Johnson, J. G.
Jewett, Annie S.
Jewett, Lizzie B.
Jewett, Susie N.
Keeler, Ralph
Kennedy, W. W.
Kennedy, J. F.
Kerr, A. W.
Kennedy, Annie E.
Kirkpatrick, J. M.
La Grange, O. H.
Ledlie, Miss Mary J.
Lonttit, J. Alex.
McDonald, A. H.
McFadden, W. W.
Morse, Le Grand
Moulton, Proctor
Miller, Horace
Millette, P. C.
Morgan, Miss Mary J.
Moore, John A.
Olinger, Abner F.
O'Neill, O. H.
Peck, A. W.
Pierson, D. C.
Pierson, Miss Sarah R.
Rackliffe, Levi
Ralph, M. A.
Rose, T. H.
Sanders, Mary E.
Satterlee, Miss Helen
Schoup, T. V.
Stevens, S. C.
Shearer, S. M.
Smith, Mrs. Arpha A.
Smith, P.
Shearer, Sextus, Jr.
Stineen, Alice M.
Templeton, Laura S.
Van Schaick, L. H.
Wallace, Mrs. L. W. Derby
Warren, C. G.
Watson, B. J.
Williamson, Mrs. E. A.

Total, 81.

SECOND GRADE STATE CERTIFICATES—VALID FOR TWO YEARS.

Ashbrook, M. V.
Baldridge, Miss S. D.
Ball, Miss Mary
Barker, Miss Sarah K.
Baker, M. C.
Bannister, Miss M. E.
Boynton, Geo. F.
Bowen, Miss Clara C.
Bragg, Miss Mary J.
Braly, Mrs. Mattie J.
Batchelder, H. T.
Burke, Miss Ella R.
Burke, Miss Evelyn E.
Campbell, Miss Amy T.
Campbell, Cornelia A.
Carswell, Miss Abby A.
Cameron, Miss Augusta A.
Chase, Miss Carrie M.
Crocker, Miss L. H.
Davies, Mrs. Melvina
Doud, Miss Nettie
Elmore, Mrs. H. M.
Estabrook, Miss Mary H.
Flint, Miss Almira T.
Flood, Mrs. C. F. S.
Frissell, Miss Sarah E.
Fry, William H.
Garrison, Miss Gazina
Greer, Miss Jane E.
Gregory, Sophia P.
Gummer, Miss Lillie A.
Gibbons, Anna
Hancock, Geo. H.
Hall, Miss Mary E.
Holmes, Miss Annie M.
Jenner, Chas. K.
Jenner, Miss C. R.
Jordon, Maggie L.
Jourden, Annie M.
Kincaid, Mrs. Mary W.
Ludlum, Mrs. Evlyn Mosse
Lewis, Miss Cloelia M.
Lynde, Mrs. M. A.
Lyser, Albert
Littlefield, Nellie A.
Metcalf, Miss Mary F.

SECOND GRADE STATE CERTIFICATES—*continued.*

Merry, D. B.
Miller, Miss Sarah E.
Morgan, Miss Lizzie A.
Morgan, Florence A.
Murphy, Miss Mary
Mergerlee, L. J.
Moulthrop, Miss Mary S.
Mills, Sophronia
McGlashen, C. F.
Nichols, Miss F. A. E.
Oak, Henry L.
O'Connor, Miss Maria E.
O'Connor, Joseph
Oliver, Miss Sarah J. K.
Pascoe, Miss Mary
Palmer, Miss Phœbe
Perkins, Mary
Piper, Miss Frances B.
Powell, Geo. E.
Peirce, Miss Ednah
Rodgers, Arthur
Royce, Miss Mary E.
Royce, Mrs. S. E.
Sheldon, Miss Jennie
Soule, Miss Maria L.
Soule, Fanny
Stone, Miss Carrie O.
Taylor, Miss Valeria M.
Tracy, Thos. G.
Trowbridge, Nelson S.
Varney, Mrs. Elizabeth
Wells, Mrs. Laura H.
White, Miss Elizabeth
Williams, Miss S. A.
Wright, Miss Ada E.
Yeckley, R. D. H.
Youngberg, Mary
Total, 82.

Report of State Normal School—For the four weeks ending April 26th 1867:

Whole number enrolled	113
Whole number of females	101
Whole number of males	12
Average number belonging	104
Average daily attendance	98
Per centage of attendance	94
Number left (six of which to teach)	13
Number in Senior Class	39
Number in Junior Class	33
Number in Sub-Junior Class	41
Number of counties represented	24

Report of Training School.—The following is the report for the four weeks ending May 10th:

Number of boys	82
Number of girls	136
Total	218
Average number belonging	196
Average daily attendance	183
Per centage of attendance	94

Resident Editors' Department.

Revoking State Certificates.—Section 87 of the Revised School Law reads as follows:

The State Board of Examination shall have power to revoke, for immoral or unprofessional conduct, or habitual profanity, intemperance, cruelty, or evident unfitness for the profession of teaching, any diploma or certificate granted by it, and to renew all State certificates at the expiration of the time for which they were granted.

As the action of this Board has been recently called in question in several cases, we feel called upon in defense to specify the cases, and the reasons for the action of the Board.

Mr. Leander Cummings, of El Dorado County, was the holder of a third grade State Certificate, which expired on the 8th of May, 1867. He applied to the State Board during the recent State Institute for a renewal of the same, for one year. E. B. Conklin, County Superintendent of El Dorado County, objected to a renewal, on the ground that Mr. Cummings was not a competent teacher, and that he did not sustain a good moral character, but adduced no testimony against Mr. Cummings except verbal "rumors," and his own opinion. Mr. Cummings presented before the State Board letters from the two Boards of Trustees of the School Districts in which he had last taught, signed by every member of each Board, certifying to his success as a teacher, and to his good moral character. He also introduced the testimony of two ex-County Superintendents, of the same county, S. A. Penwell and M. A. Lynde, to the effect that he sustained a good reputation as a man and a teacher.

In the opinion of every member of the State Board, the evidence was conclusive; and accordingly, the certificate of Mr. Cummings was renewed for one year.

It is the duty of the State Board to decide such cases on *evidence*, and the members intend to be guided by the rules of evidence.

We understand that during the recent session of the Institute, the County Superintendent of Contra Costa County, Rev. H. K. Avery, in conversations with other County Superintendents, and with teachers, charged the State Board, and the State Superintendent in particular, with a disregard of official duty in declining to revoke the State Diploma of a teacher formerly engaged in teaching in that county. Had this complaint ever been made to the State Board, or privately to a few individuals, we should not have felt called upon to notice it; but when made semi-officially to County Superintendents, and others, during the sessions of an Institute, the State Superintendent feels called upon to defend himself and the Board, publicly, through the columns of the Teacher, from an unjust imputation.

The facts in the case are these:

During the course of a conversation, nearly two years ago, the County Superintendent of Contra Costa County mentioned to the State Superintendent that he was not satisfied with the conduct of a certain teacher in that county—whose name we will not mention; that he was informed the teacher was in the habit of playing billiards and cards.

Mr. Avery preferred no formal charges; would give no written statement of facts; could introduce no letters or testimony of any kind, as evidence against the teacher whose Certificate he thought should be revoked.

The State Superintendent did not submit the case to the Board, for there was no case to submit.

When county officials bring serious charges affecting the reputation of teachers, they are expected to have manliness enough to put them in writing, and to adduce some evidence. The semi-official position of a teacher subjects him to the closest scrutiny, and not unfrequently to insinuations and slanders which float around the community, injuring his reputation and usefulness; and yet they are only idle rumors, the authorship of which nobody will dare to own.

The State Board is not in the habit of revoking Certificates without testimony and without giving teachers a hearing in self-defense. Whenever County Superintendents, or County Boards of Examination, will submit any testimony, other than idle rumor, against the character of a teacher, the State Board will receive it, and act upon it according to the rules of testimony.

But the State Superintendent does not mean that personal spite, or narrow-minded notions, or slanderous reports, or idle rumors, or whispered charges of "infidelity," or anything of the kind, shall be made the occasion for revoking the Certificates of teachers.

Before the State Board, at least, they shall have the right of an impartial hearing. The law does not authorize the State Board, or any County Board, or any County Superintendent, to ask whether a teacher be Jew or Gentile, Catholic or Protestant, Orthodox or Heterodox, Methodist, Unitarian, Presbyterian or Episcopalian. Before the State Board, no question has ever been asked concerning either the religious or political opinions of an applicant for a State Certificate. The only two points to be determined by that Board are good scholarship and good character.

The State Superintendent recently received a letter from an ex-County Superintendent, complaining that a young lady who was educated at a Catholic school had received a State Certificate, and gravely asking, "If a Catholic could be allowed to teach in our public schools?" The answer was, that the School Law did not authorize Boards of Examination to make any inquiries whatever as to religious opinions.

The time has passed when men or women are to be proscribed on account of religious opinions. Bigots and sectarians may still characterize all who differ from their own particular church creeds as "infidels," but they must not attempt to carry this illiberality into our public schools, nor to exclude teachers from the profession on account of liberal opinions. The spirit of the age is against it.

During the past four years, no evidence has been put before the State Board

to show that any holder of a State Certificate, out of the three hundred Certificates issued, has been guilty of "immoral conduct," or "habitual profanity, or intemperance."

Slanders against teachers and school officers may be whispered from mouth to mouth, and ear to ear, and circulated in "private letters" by those who are too cowardly to speak openly; but the State Board of Examination never will be made a Star Chamber, where, without a chance for self-defense, a teacher shall be condemned on testimony that nobody dares to give in open court. The reputation of a teacher is dearer to him than life; and the State Superintendent does not intend that any one shall be deprived of it without a full hearing in open court, and unless the evidence is sufficient to convict.

"Infidels."—We understand that a certain County Superintendent from the interior, went away from the State Institute in high dudgeon, charging that the State Superintendent invited nobody to lecture but "infidels and atheists." What will the lecturers say to this? Who are the "infidels?" who are the "atheists?" Rev. John E. Benton, one of the lecturers, is a Congregational clergyman; Rev. Charles G. Ames was formerly a free-will Baptist minister, and is a "liberal Christian," independent of any denomination; Bernhard Marks is of Jewish descent; William White is a member of a Presbyterian Church; D. C. Stone, we believe, is a Presbyterian; Prof. Knowlton is a member of Dr. Scudder's Church; the opinions of Mr. Bradley we do not know; the State Superintendent, who invited himself to speak, is a member of the Unitarian Church; and what the religious belief of Mr. Keeler is, we do not know. Who were the "infidels?"

John Bagnall.—Our well known contributor John Bagnall, who came over from the State of Nevada to attend the State Institute, has been visiting us the past week. He has been successfully engaged in teaching in Nevada for two years past, but likes California so much better that he has made up his mind to stay with us. Mr. Bagnall has the misfortune to be crippled, so that he can only walk by the aid of crutches; but he has a great soul, a well cultivated mind, and enthusiasm enough for a dozen ordinary teachers. If any of our country friends desire to secure one of the best teachers in the State, they will please inform us by letter.

Takes a Holiday.—Our well known contributor, Mr. Bernhard Marks, Principal of the Spring Valley Grammar School, accompanied by his family, goes East by the steamer of the 1st of June, on a six months' leave of absence, for the purpose of seeing his friends, visiting schools, and attending the National Teachers' Convention, and various State Associations. The Teacher will miss him sadly, the city schools will miss him, and everybody will wish him a pleasant trip and a quick return to California. We commend Mr. Marks to the courtesies of all our educational friends in the East, for they will be the gainers by a personal acquaintance with a representative teacher from the Occident.

MONTHLY REPORT OF CITY SCHOOLS.

Month ending—	No. Boys enrolled on Register.	No. Girls enrolled on Register.	Total No. enrolled.	Average No. belonging.	Average daily attendance.	Per centage of attendance on average number belonging.	RECORD OF VISITS.			
							No of visits to parents made by Teachers.	No. visits made by School Directors.	No. visits made by Superintendent.	No. school visits made by other persons.
Feb. 8, 1867..	6639	5737	12376	11026.9	10261.6	93.0	934	281	119	1215
March 8, 1867....	6562	5643	12205	11105.8	10227.8	92.0	323	229	138	1045
April 12, 1867....	6629	5733	12362	11267.2	10660.1	94.6	408	195	129	1245

State Teachers' Institute.—The attendance of teachers at the Institute was unusually large, numbering in all 569 members enrolled. The counties of San Diego, Los Angeles and Santa Barbara, were represented for the first time in a State Institute. Santa Clara, next to San Francisco, sent the largest delegation, 49 members; while Sonoma County, which has 70 school districts, was represented by only 8 members. The ablest teachers of the State were present, and the preponderance of the holders of State Diplomas and Certificates—the "professionals"—was very marked. The best of feeling prevailed. The practical work of the Institute was done in visiting the city schools and observing methods of instruction, which was more profitable than weeks of discussion. The influence of the Institute for good, will be felt all over the State. From time to time, as space can be found, we shall publish the various able addresses delivered before the Institute, and shall give abstracts of the more important discussions and exercises.

State Board of Examination.—At a meeting of the State Board, May 13th, it was unanimously resolved, that no more State Certificates should be issued on papers from examinations in which the Marysville questions, or the December set of questions, 1866, had been used. It was further made a rule of the Board, that hereafter no papers be received by the Board unless the examinations are held within thirty days after the questions are sent from the Department of Instruction. The next questions used by the City Board of San Francisco, will be sent out on the 8th of June.

Professional Teachers.—We publish in this number a carefully prepared alphabetical list of the holders of State Certificates. If any names have been omitted, or any errors made, teachers will please call our attention to the fact. Any teachers whose State Certificates have expired, are invited to apply for a renewal of the same.

We call attention to the new rule of the State Board in another item.

Applicants for the State Normal School.—All pupils applying for admission to this School, from San Francisco, will be required to present themselves before the City Board of Examination, on the 3d of June. Candidates will be admitted in the order of their per centages in examination.

Special Report of Superintendent Pelton.—We make the following extracts from a Special Report of the City Superintendent to the Board of Supervisors:

I would respectfully call the attention of the Honorable Board of Supervisors to the foregoing statistics, and especially to those exhibiting the extraordinary growth of the School Department during the short period embraced in the resolution of your honorable body, calling for this report—an increase of 65 classes, and, in the total enrollment of the public schools, an increase of 5,275 pupils *during twenty months*, to wit:

Number of classes organized June 30th, 1865. 149
Total number of pupils enrolled (exclusive of those in evening schools) at that date 7,131
Total number of classes *now* formed (April 25th, 1867)..... 214
with a total enrollment (including evening schools) of 12,426 pupils.

It will be observed that we here have an increase in the total enrollment of pupils in the public schools, in less than two years, amounting to over 73 per cent. Our special care has been given to primary schools—providing suitable accommodations for these the especial effort and main outlay; and the increase in these schools has been the most extraordinary, to wit: an increase from 90 to 147 classes, having an increase in the total enrollment of nearly 4,000 pupils—equal to an increase of over 81 per cent. on the enrollment of June 30th, 1865. This rapid growth of the School Department is, of course, mainly attributable to the increased facilities and the rapid growth of the school accommodations, which have been recently supplied; especially for the lower grades, or primary schools.

With all our schools judiciously classified and consolidated, in wholesome, convenient, and pleasant buildings belonging to the city, as is, or soon will be, the case, their future prospects are certainly excellent—full of pleasurable encouragement to the friends of education.

Perfecting a uniform system of classification in the various grades of all the schools of the city—improving methods of instruction, rendering the entire course of study in our public schools more simple, more natural and practical, and, hence, more useful—developing a superior mental, physical, social, and moral discipline and culture; in short, bringing the schools to the highest possible standard of merit in *everything* which is excellent, making them, indeed, institutions of a character so good and so complete in organization as to meet every demand of all classes of our citizens, will be, in the future, the legitimate and the pleasurable duty of our Department. The success which has attended the organization and management of our public schools during the past twelve or fifteen years—the high degree of excellence already reached—is a matter of general remark throughout the State, by strangers as well as citizens; but the excellence which they may, and, we believe, will hereafter attain, under improved circumstances, we have reason to hope will fully meet, if not transcend, the highest expectations of their most sanguine friends.

The work of our Department, earnestly undertaken in the early part of last year, and continued since during the past year and a half, we feel has been an important one for the city; one which, we believe, will be appreciated by all who will give the subject sufficient attention to understand what has been done, and with what moderate sum it has been accomplished.

Died, in this city, April 15, Julia J. Walkington, a member of the State Normal School, and only daughter of the late S. B. Walkington, of Patterson, New Jersey, aged 18 years, 6 months and 15 days.

Left Out.—Notes of a visiting tour of the State Superintendent in the counties of Santa Cruz, Sacramento, and Yolo, are unavoidably crowded out this month.

Alumni Meeting.—The Fourth Annual Meeting of the "Associated Alumni of the Pacific Coast" will be held in Oakland, on Wednesday, June 5th, 1867. The Orator of the occasion is the Rev. A. L. Stone, D.D.; the Poet, Frank Bret Harte, Esq. The Oration and Poem will be delivered at 3 P.M., in the College School Hall. In the evening will be the customary Alumni Supper, with attractive speaking. This occasion has already established for itself a reputation for rare and unique excellence. The Committee invite you to what they are sure will be a feast of good things. The Association calls upon all College and Professional Graduates to join this literary fraternity, and to prove their interest in its objects by their presence at its annual festival.

National Educational Associations.—The proceedings of the National Teachers' Association, National Association of School Superintendents, and American Normal School Association, at their annual sessions in Indianapolis, August, 1866, together with the lectures and papers, are published in one volume of more than 150 pages, and now ready for delivery. Send orders inclosing 55 cents for each copy to James Cruikshank, Treas. N. T. A. Brooklyn, N. Y. Volumes of proceedings for former years, 50 cents each. Set of seven, $2 50.

State Board of Examination.—The Superintendent of Public Instruction has appointed the following teachers as members of this Board for the coming year: Theodore Bradley, Principal of the Boys' High School; George Tait, of Oakland, ex-City Superintendent of San Francisco; Ellis H. Holmes, Principal of the Girls' High School, and Thomas S. Myrick, Principal of the Union School.

City Board of Examination.—The City Board of Education have elected as members of the City Board of Examination the ensuing year the following teachers: James Stratton, James Denman, and Ebenezer Knowlton. The *ex-officio* members are the City Superintendent, the President of the Board of Education, and the Superintendent of Public Instruction.

Under Investigation.—The case of Miss Amelia Doyle, of Antioch, who was granted a special examination for a Third Grade State certificate, is under investigation, and will be acted upon by the Board as soon as written evidence can be filed before the Board.

Contributions to the Lincoln Monument Fund.—Tremont District, Solano County, W. H. Fry, Teacher, $4.00; Evergreen District, Santa Clara County, Mary Merritt, Teacher, $5.50; Peralta District, Alameda County, A. J. King, Teacher, $1.00.

Omitted.—In the list of First Grade State Certificates published in the last number of the Teacher, the name of Miss Minnie E. Hubbard, of Nevada, was accidentally omitted.

Out of Danger.—"Father," said a cobbler's boy, as he was pegging away at an old shoe, "they say that the trout bite now." "Well, well," replied the old gentleman, "you stick to your work, and they won't bite you!"

Reports of Teachers.—The law requires that the Teacher's Report shall be made to the County Superintendent on or before the 10th of July next. It is not necessary to make the report in duplicate to the Trustees, unless they specially require it, because all the statistics are found in the School Register.

If the Registers have been properly kept, this report can be made out in two hours' time, and it is particularly desirable that they should be forwarded immediately after the close of the school year, or at the close of school, if the term ends before the year.

In returning the "Whole Number of Pupils Enrolled," teachers will understand that it means simply the total number of different names that have been entered during the year, and neither the summary of the monthly entries, nor the average of those entries. Many teachers made sad blunders last year in this column.

Teachers having made their own report, should assist the Trustees to make theirs, and endeavor to secure a prompt return to the County Superintendent. The delay of a single District Report necessarily delays the report of the County Superintendent, and the absence of a single County Report delays the report of the State Superintendent. It is a part of the duty of teachers to give particular attention to these Annual Reports.

Can't Rub it Out.—"Don't write there," said one to a lad who was writing with a diamond pin on a pane of glass in the window of a hotel. "Why?" said he. "Because you can't rub it out," was the reply. There are other things which men should not do, because they cannot rub them out. A heart is aching for sympathy—a cold, perhaps, a heartless word is spoken. The impression may be more durable than that of the diamond upon the glass. The inscription on the glass may be destroyed by the fracture of the glass, but the impression on the heart may last forever. On many a mind and many a heart sad inscriptions are deeply engraved, which no effort can erase. We should be careful what we write on the minds of others.—*Selected.*

State Certificates.—We quote the following section of the Revised School Law, as a reminder to the applicants and recipients of State Certificates:

Sec. 88. * * * * * "All applicants for State Certificates or Diplomas shall pay an examination fee of two dollars, which shall be appropriated to the support of the State Educational Journal."

The College of California—Has issued a handsome catalogue, containing the usual matter of interest to parents and scholars. The examination will be held about the time our readers see this number of the Teacher—May 30th, 31st, and June 3d. Candidates for admission will receive attention June 4th. Commencement, June 5th.

The Student and Schoolmate—Is an illustrated Monthly for boys and girls, published by Joseph H. Allen, 203 Washington street, Boston, at $1.50 per year. It is full of good stories, dialogues, enigmas, etc, and deserves honorable mention among all who delight in giving the young folks a chance for enjoyment and improvement.

Correction.—The list of Diplomas issued in January, as published in the last number of the Teacher, should have contained the name of Miss Maggie McKenzie, of this city. How the mistake occurred may be in part if not wholly explained by the fact that the State Superintendent left the city on one of his educational tours, after the copy had been sent to press; and as the other Resident Editor always takes the Department papers without question, the omission was unnoticed until too late. The correction is due not only to the Department of Instruction, but also to Miss McKenzie, whose success in her profession is fitly recognized by the diploma she has received.

In the April number of the Teacher, the name of Miss Cornelia A. Campbell should have been printed Miss Cornelia E. Campbell. She is now teaching in the Cosmopolitan School of this city.

Miss Florence A. Morgan is now Mrs. William H. Quinn, and is not teaching.

New Books.—The following new Books have been received:

Manual of Elementary Logic. Designed especially for the use of Teachers and Learners. By Lyman H. Atwater, Professor of Mental and Moral Philosophy in the College of New Jersey. Philadelphia: J. B. Lippincott & Co. pp. 244.

In this unpretending manual we find the purpose of the author ably carried out: to furnish a text which may be thoroughly mastered within the limits of time usually allowed to the study of Logic in the higher institutions of learning. The result is very satisfactory. There is necessarily a baldness of statement which reminds one of a skeleton, but in the hands of a thorough teacher the dry bones will readily be made to take upon themselves the roseate flesh indicative of health and perfection.

Religious Poems. By Harriet Beecher Stowe. With Illustrations. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 107.

We regret that this very beautiful volume was published. The authoress manifests less of a cheerful, living faith than we had anticipated. It would seem that a great sorrow was upon her, and that the great light had only *dawned* thereafter. And yet there are some very perfect gems here, shining less lustrously in the proximity of these pages than when they were scattered abroad. It may be that before, this beauty was made more evident by contrast with the ordinary style of religious poems, which contrast is lost when they are placed by themselves.

The Journal of Maurice de Guerin. With an Essay by Matthew Arnold, and a Memoir by Sainte-Beauve. Edited by G. S. Trebutien. Translated by Edward Thornton Fisher. New York: Leypoldt & Holt. San Francisco: H. H. Bancroft & Co. pp. 153.

In 1839, the author of this Journal died. In 1860, the Journal was published at Paris. It was received with joy. A new edition was called for in a year. Men of genius recognized the poetic spirit which had seemed to be lost to the world. The American edition is handsomely prepared, and will find "fit audience, though few." It seems to have been a sad life, affording too much time for introspection. In America, the life would have been simply impossible. We read the pages as if written by a man from far away with few surroundings which we recognize; but it was a gentle-hearted man, and many of his thoughts deserve to live. They may help some striving ones in this new world,

serving to temper their aspirations, and make them as Goethe says, "think of living." So we are glad to see the Journal of Maurice de Guérin.

MEMOIRS AND CORRESPONDENCE OF MADAME RECAMIER. Translated from the French, and edited by Isaphene M. Luyster. Boston: Roberts Brothers. San Francisco: A. Roman & Co. pp. 408.

The story of this most beautiful woman is hardly known in America; but this volume shows how widely she was esteemed in Europe, among men whose names have gone over the world. In most biographies, the letters written by the subject are recorded; but this book reverses the natural order, only seven written by Madame Récamier being given, while those to her from such sources as General Bernadotte, Madame de Staël, Lucien Bonaparte, Moreau, Chateaubriand, Queen Hortense, etc., are numerous. To persons fond of court gossip, and of the private doings among people that make history, these memoirs will be of decided interest.

THE PERSONAL HISTORY OF DAVID COPPERFIELD. By Charles Dickens. With Original Illustrations by S. Eytinge, Jr. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 494.

The "Diamond Dickens" progresses famously. This is No. 3, of the monthly issues, and the entire set is to be completed in thirteen volumes. Concerning David Copperfield, it is unnecessary to speak further than to say its appearance in this series is most welcome. Nowhere else has Dickens so fully done himself justice as in this admirable story, which we read for the hundredth time, more or less, with fresh pleasure and renewed satisfaction.

THE ELEMENTS OF COMPOSITION, BELLES LETTRES, AND ORATORY. By Augustus Layres, Professor of various languages, Rhetoric and Science. San Francisco: A. Roman & Co. pp. 166.

Prof. Layres has become well known in the leading cities of the State through his course of lectures on Composition and Oratory. In this book, which is the first part of his course, to be succeeded by two other volumes, we have the elements set forth which are deemed by the learned professor suitable for the instruction of children and youth. We have read the book before us with interest and profit, and commend it to the teachers of the State as containing valuable suggestions that may be made practically useful in the school-room. It would be well to have it placed on the list of books for Libraries, as containing in small space and scientific form the elements of a very important art. As a text book in ordinary schools, we think it would hardly prove popular. Indeed, it would seem the author himself was aware that the text is somewhat abstruse for a pupil, since he has placed under almost every page of the text questions with short answers comprising the main points of the more elaborate statements above. The work is dedicated to "the Directors of Public and Private Instruction, to the Patrons of the Author, and to all the Friends of Literature;" and the closing paragraph of the Preface is as follows:

"If the public and private institutions of learning of the United States of America, and more particularly those of the STATE OF CALIFORNIA—whence this treatise has emanated—shall derive benefit from the author's work, he will have attained his object, and will consider himself amply repaid for his labor."